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ABSTRACT

This resource book provides hands-on guidelines for accelerating community efforts to achieve the National Education Goals. It contains: (1) a guide to goals and standards, including an overview of the National Education Goals and the movement for standards-based reform; (2) a community organizing guide, which describes a step-by-step process for mobilizing the community around goals and standards-based reform; (3) a local goals reporting handbook, which details how to establish a local reporting process similar to the one used by the National Education Goals Panel; (4) a guide to message dissemination, which features sample materials to increase the effectiveness of media and grassroots communication; (5) a resource directory, which lists addresses of key education organizations and suggested readings; and (6) case studies of communities that have met with success. The chapters present strategies for changing public behavior, crafting messages, organizing grassroots communication, working with the media, and building media-relations tools. Fact sheets and samples of news releases, letters, and speeches are included. (LMI)

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GUIDE TO THE COMMUNITY ACTION TOOLKIT

A DO-IT-YOURSELF KIT FOR EDUCATION RENEWAL

In building and renovating homes, most people call in a team of qualified professionals to do the work— architects, plumbers, electricians, and other contractors with unique talents and skills to do the job.

When it comes to rebuilding and renovating the U.S. education system, the same kind of teamwork is required. There is no single person or group of experts whose sole job it is to make schools better. Everyone in the community must pitch in with their unique talents, skills, and perhaps most important, commitment.

In many communities across this great nation, concerned citizens are already working together as dedicated "education architects" to build a system of teaching and learning that will achieve the National Education Goals. This kit, created by the National Education Goals Panel, contains "tools" that can either add power to existing efforts or accelerate the process of mobilizing friends and neighbors into an effective team that can renew education and support lifelong learning in each community.

FEATURES OF THE COMMUNITY ACTION TOOLKIT

Guide to Goals and Standards

The Guide to Goals and Standards provides an overview on the National Education Goals and movement to set high expectations and standards for student learning and performance. It describes what is at stake and introduces the "Goals Process," whereby communities set their own education improvement goals, mount strategies to achieve them, and make a commitment to create an accountability system with specific performance benchmarks to monitor progress along the way.

WHAT IS THE NATIONAL EDUCATION GOALS PANEL?

The National Education Goals Panel is a unique bipartisan body of federal and state officials created in July 1990 to assess state and national progress toward achieving the National Education Goals. The national and state leaders who established the Goals Panel believed that adopting the Goals without providing any process for measuring their success would be an empty gesture.

With the passage by Congress of the 1994 "Goals 2000: Educate America Act," the Goals Panel became a fully independent executive branch agency charged with monitoring and speeding progress toward eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support system-wide reform, including:

- Reporting on national and state progress toward the Goals over a 10-year period;
- Working to establish a system of academic standards and assessments;
- Identifying promising and effective reform strategies;
- Recommending actions for federal, state and local governments to take; and
- Building a nationwide, bipartisan consensus to achieve the Goals.

Panel members include eight governors, four members of Congress, four state legislators, the U.S. Secretary of Education, and the President's Domestic Policy Advisor.

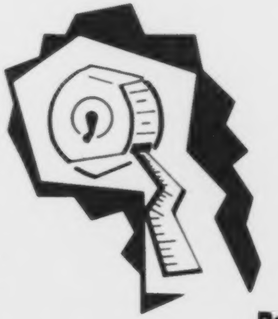
GUIDE TO THE COMMUNITY ACTION TOOLKIT continued

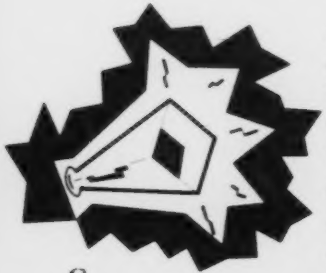
Community Organizing Guide

The Community Organizing Guide details a step-by-step process to mobilize communities to achieve the National Education Goals. Each element of a successful community action plan is described— including suggestions on how to identify a leadership team, develop a common vision, create and implement strategies, identify resources, troubleshoot, and evaluate results.

A Local Goals Reporting Handbook

The handbook describes how to set up a local reporting process to track progress in education reform— similar to the process used by the National Education Goals Panel in issuing its annual report showing how well the states and the nation are doing in reaching the National Education Goals. Community leaders will find references, sources, and helpful ideas to use in collecting data and preparing a local goals report.





A Guide to Getting Out Your Message

The success of any initiative is directly related to the success with which it is communicated. This guide features information to increase the impact of grass-roots communication techniques and media relations activities— including tips on how to craft messages, generate visibility and make news that will inform public opinion. The guide also includes valuable sample materials such as news releases, speeches, articles, and public service announcements for your consideration.

Resource Directory

This notebook offers space to add your most valuable local notes and resources, and features a directory for quick reference to many organizations and reading materials that can support and enrich your community campaign to achieve the National Education Goals. A glossary of frequently used education terms is included.

Other Valuable Materials

The *Toolkit* includes camera-ready **Handouts** for easy duplication and distribution of select materials. The enclosed **computer disk** (in WordPerfect format) will allow you to modify and adapt all written materials to your needs. The **audiotape** features public service announcements which you may choose to use with radio stations in your community.

Response Card

Please take a moment to fill out and return the enclosed response card to let us know how you are using the *Community Action Toolkit*. Indicate whether you would like to receive more information from the National Education Goals Panel and your colleagues in communities across the country on their efforts to improve teaching and learning in the United States.

Community Action Toolkit Questionnaire

The National Education Goals Panel values your response to the Community Action Toolkit. Please take a moment to fill out and return this questionnaire so we can provide you with periodic updates, new materials and additional information about strategies that have worked in other communities. Mail or FAX to:

National Education Goals Panel
1850 M Street NW, Suite 270, Washington DC 20036
FAX (202) 632-0957

Name: ______________________________

Organization: ______________________________

Title/Position: ______________________________

Address: ______________________________

____
(city) (state) (zip code)

Phone: ______________ FAX: ______________
(area code) (area code)

1. How did you hear about the Toolkit? ______________________________

2. Do you use electronic or on-line information services? ______________ If so, which ones?

3. How far along is your community-based campaign to reform education and achieve the National Education Goals? (1 = just starting and 5 = well-established)

   1 2 3 4 5

4. Rank the usefulness of the Community Action Toolkit. (1 = not very useful and 5 = very useful)

   1 2 3 4 5

5. How are you using the Toolkit? ______________________________

6. What would make the Toolkit more useful for you? ______________________________

7. Throughout the Local Goals Reporting Handbook are suggestions on where to obtain data for your local report. Do you have additional suggestions that might be useful to share with other communities? If so, please include them here, or on a separate page.

8. If you think that the experiences of your community would be beneficial to others, please include a one page description of your community activities (similar to the case studies provided in the Toolkit), with a contact name and phone number.

Place Postage
Here or
Fax to:
(202) 632-0957

National Education Goals Panel
1850 M Street, NW Suite 270
Washington, DC 20036

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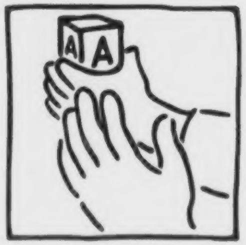
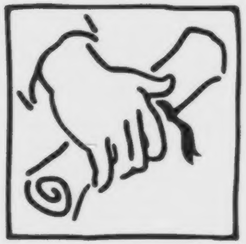
THE NATIONAL EDUCATION GOALS



Ready to Learn

By the year 2000, all children in America will start school ready to learn.

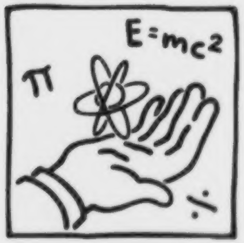


School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy;



Mathematics and Science

By the year 2000, U.S. students will be the first in the world in mathematics and science achievement.

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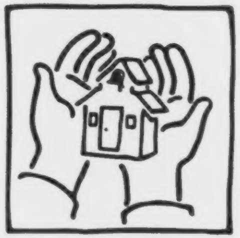
THE NATIONAL EDUCATION GOALS

Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

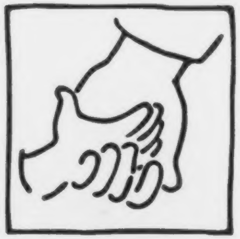


Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in the U.S. will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.



Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

THE NATIONAL EDUCATION GOALS

READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

Objectives

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the U.S. will be a child's first teacher and devote time each day helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives

- The nation must dramatically reduce its school dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Objectives

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Objectives

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

THE NATIONAL EDUCATION GOALS

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS

By the year 2000, every school in the U.S will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

TEACHER EDUCATION ANDPROFESSIONAL DEVELOPMENT

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.
- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

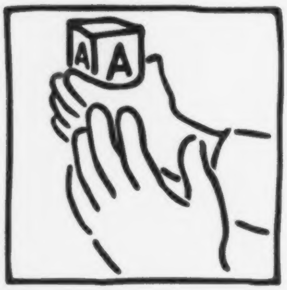
PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives

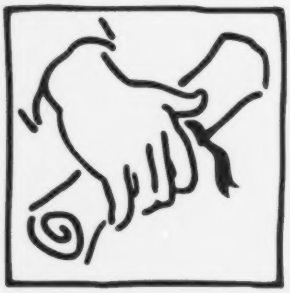
- Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

National Education Goals

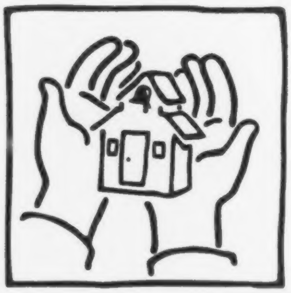


Ready to Learn

Adult Literacy
and Lifelong Learning



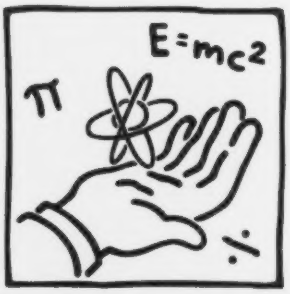
School Completion



Safe, Disciplined,
and Drug-Free Schools

Student Achievement
and Citizenship

Teacher Education and
Professional Development



Mathematics and Science

Parental Participation

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GUIDE TO GOALS & STANDARDS

GUIDE TO GOALS AND STANDARDS

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Evan Bayh, Indiana (D)
Arne H. Carlson, Minnesota (R)
Jim Edgar, Illinois (R)
John Engler, Michigan (R)
Michael Leavitt, Utah (R)
E. Benjamin Nelson, Nebraska (D)
Roy Romer, Colorado (D)

Members of the Administration

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Richard W. Riley, Secretary of Education (D)

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U.S. Senator Thad Cochran, Mississippi (R)
U.S. Representative Dale E. Kildee, Michigan (D)
U.S. Representative William F. Goodling, Pennsylvania (R)

State Legislators

State Representative Anne Barnes, North Carolina (D)
State Representative Spencer Coggs, Wisconsin (D)
State Senator Robert T. Connor, Delaware (R)
State Representative Doug Jones, Idaho (R)

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Grade 12 Sample Math Assessment Items
Grade 4 Sample Reading Assessment Items
Grade 11 Writing Samples
Mathematics in Japan
Goals 2000: Educate America Act
School-To-Work Opportunities Act
Common Concerns About Goals and Standards
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AN INTRODUCTION TO OUR NATIONAL EDUCATION GOALS

- **From a Nation at Risk . . . to a Nation of Learners**
- **The National Education Goals: A Focus on Results**
- **The *Goals 2000: Educate America Act***
- **The Goals Process: Towards More Informed "Education Consumers"**

AN INTRODUCTION TO OUR NATIONAL EDUCATION GOALS

High school graduation day has always been something special in the United States. It is an end, a beginning, a time to celebrate. Like stamps of approval, the diplomas carried home proudly should tell our new graduates: "You have met our expectations, and you are ready for what comes ahead. Your education builds the foundation for a successful life. You now have gained the tools needed to tackle future challenges."

Sadly, this message does not depict the truth. Instead of a high school diploma being a symbol of academic achievement and preparedness for life's challenges, we have allowed it to become, in all too many cases, nothing more than a certificate of attendance — a piece of paper that says a student showed up in school for twelve years.

"We" means all of us. Educators, students, parents, policymakers, employers, and other community leaders have allowed our education system to stagnate. True, there are pockets of excellence, where outstanding teachers, school administrators or community leaders have created wonderful and dynamic learning opportunities for children and adults. Yet most learners leave our education system without fully knowing what they are capable of doing and without having gained the tools and skills they need to keep up with the demands of a modern economy.

For the most part, the traditional education system that evolved in the U.S. once succeeded in preparing generations of students from diverse backgrounds for a place in society. Although our expectations varied considerably from school to school and student to student, the job got done. Where it did not, the economy could absorb people who were willing to work hard even without the skills of formal schooling. In years past, even those who dropped out of school could drop into decent, high-paying jobs in the factories and offices that prevailed at the height of the Industrial Age.

Now the job for the education system has changed. The demands of today's rapidly changing Information Age are dramatically different. We need school graduates who can compete in a complex global economy — where factories can move from Michigan to Mexico, business meetings can be conducted via television, and ideas and information are shaped through the wonders of the silicon chip and fiber optics. We need adults who can use the knowledge and skills acquired in school to deal with the challenges of their own communities and the entire world.

From A Nation at Risk... To a Nation of Learners

It has been more than a decade since the National Commission on Excellence in Education issued its report, *A Nation at Risk*, which warned that "a rising tide of mediocrity" engulfed U.S. education and jeopardized the well-being of our citizens and economy.

The increased sense of urgency and heightened public interest generated by the report renewed commitment to education and stimulated waves of education reform throughout the 1980s. States and communities set tougher graduation requirements. Concerned leaders worked to change the rites of passage and the means of compensation in the teaching profession to attract and retain the nation's best and brightest. Politicians vowed to free schools and communities from unnecessary bureaucratic regulations that stood in the way of creativity and innovative reforms. In communities across the country, market structures were introduced to leverage change through choice and increased competition. Some school districts shifted decision-making authority from the large and highly centralized school bureaucracies to individuals at the local school level. Many advocates worked to dramatically restructure schools. Others focused on refinancing schools. And in some cases, people opted out of the school system altogether in favor of teaching children at home.

The National Education Goals in Brief

- All Students Ready to Learn.
- 90% High School Graduation Rate.
- Demonstrated Competency in Challenging Subject Matter as Preparation for Citizenship and Productive Employment.
- Top Achievement in Math and Science.
- Adult Literacy and Lifelong Learning.
- Safe, Disciplined, and Drug-free Schools.
- Access to Teacher Training and Professional Development.
- Parent/Family Partnerships with Their Schools.

Through each of these reform efforts, one time-tested truth stood clear: Those most closely involved with the business of teaching and learning, those with the greatest stakes, those on the front lines — the teachers, students, parents and concerned citizens in communities across America — these are the people with the greatest power to effect true change.

Individuals on the front lines can, indeed, build a nation of learners — school by school, community by community, state by state — with the right tools — particularly when they share a common vision and organize to carry it out.

The National Education Goals: A Focus on Results

The many national, state, and local efforts to improve education culminated in an historic event in September 1989. The President and all 50 of the nation's governors met for an unprecedented "Education Summit" in Charlottesville, Virginia, with a pledge to dramatically reinvigorate attempts to reform the business of teaching and learning in the United States.

The President and governors came to the Summit with a commitment to champion and replicate local reforms to meet a national priority. They wanted to establish a system of accountability and stimulate state and local initiatives to change not only our schools, but the entire learning enterprise. The challenge was to accelerate the rate of change in education and replicate success without instituting a top-heavy or uniform approach that could stifle grass-roots ingenuity needed to develop community-appropriate reforms.

As elected leaders who knew the limits of legislative mandates and top-down directives, the Summit participants sought to create an environment ripe for widespread reform and innovation by articulating a shared vision of education excellence and lifelong learning for all.

At the Summit, they laid the groundwork for the National Education Goals — clear, concise and ambitious targets stating the education results we seek to achieve. The Goals span a lifetime of learning. They paint a picture of what is possible when children enter this world healthy, and when they start school — and leave it — ready to learn, with enquiring minds poised to shape and enrich our democracy, culture, and productivity.

The President and governors believed that the Goals offered a context for grass-roots reform resulting from effective public engagement. To hold us all accountable, the President and governors established an independent, intergovernmental, bipartisan body — the National Education Goals Panel — to monitor and report on national and state progress.

The Panel is a unique bipartisan body of federal and state lawmakers, a unifying force that works to build consensus and engage each and every citizen in grass-roots efforts to improve teaching and learning.

Each September, since 1991, on the anniversary of the Charlottesville Summit, the Panel issues its annual report, "Building a Nation of Learners," tracking the most recent, reliable and comparable information on how far we have come and how far we have to go to reach the National Education Goals.

(See the "Handouts" Section for a summary of findings from the most recent National Education Goals Report.)

The Goals 2000: Educate America Act

In March 1994, Congress elevated the Goals from symbolic statements to statute by passing the landmark *Goals 2000: Educate America Act* with support from both Democrats and Republicans and nearly every major education and business group in the United States.

The legislation codified the six original Goals adopted by the governors and President after the Charlottesville Summit and added two new Goals on parental involvement and professional development for teachers.

The Goals 2000: Educate America Act is viewed as the the most sweeping federal education legislation in decades. It builds on research and lessons learned from years of trying to improve schooling and it reflects a broad consensus on how U.S. education must change if we are to reach the National Education Goals.

At the heart of Goals 2000 is an ambitious initiative providing support and financial resources to help states, communities, and schools develop comprehensive and long-term education improvement plans. Participating states will use Goals 2000 funds as "venture capital" or "seed grants" to develop plans and partnerships to reach the Goals and high levels of student achievement.

Learn More About The *Goals 2000: Educate America Act*

- Contact the Goals 2000 Information and Resource Center at the U.S. Department of Education by calling 1-800-USA-LEARN.
- Ask for a copy of "Community Invitation," a U.S. Department of Education handbook on the Goals 2000 legislation and systemic education reform.
- Contact your governor or chief state school officer to find out if your state is participating and how you can get involved.
- Ask local school board members or the school superintendent if long-term, comprehensive school improvement plans are being developed. Find out if they are in contact with the office of the governor, the chief state school officer, or other state officials participating in Goals 2000.

Start by Knowing Your Destination

As Alice makes her way through the myriad adventures in Wonderland, she asks for direction from the Cheshire Cat.

"Would you tell me, please, which way I ought to go from here?

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where," said Alice.

"Then it doesn't matter which way you go," said the Cat.

The "Goals Process": Towards More Informed "Education Consumers"

Reaching a consensus among national political leaders on the need to achieve the National Education Goals is an unparalleled accomplishment in the revitalization of U.S. education. But it is only a necessary first step. To achieve the Goals, citizens must be engaged and have access to knowledge with which they can make good decisions and manage change.

This is the heart of the "Goals Process." Whether a community embraces the National Education Goals or adopts its own goals specifically tailored to reflect local priorities, it needs accurate information that defines current educational strengths and weaknesses.

Simply put, the "Goals Process" helps communities figure out where they need and want to go, where they are in relation to that destination, and what they have to do to get from one point to the other. Through the "Goals Process," communities set ambitious but realistic targets for educational improvement, assess their current strengths and weaknesses, and chart a course of aggressive action to reach their goals.

There are several essential steps in the "Goals Process." First, each community must adopt goals that reflect high expectations for all and cover the entire breadth of focus from prenatal care to lifelong learning.

Next, a community must build a strong local accountability system that tracks progress over time and incorporates specific performance benchmarks to mark progress along the way.

With a baseline and benchmarks established, communities need to identify barriers and opportunities and mount strategies to address them; make a long-term commitment to continuously evaluate accomplishments and shortcomings in meeting the community goals; and, perhaps most important, modify the strategy according to what is learned each step of the way.

Much as the National Education Goals Panel monitors and reports on progress toward the Goals, people in states and communities across the United States are holding themselves accountable by preparing local goals reports and making a commitment to use the "Goals Process" to move from a rhetorical vision to a new reality.

Armed with this information, citizens can pose questions of themselves, their schools, and their communities; How is my child doing? How does my school compare? Have I done all I can to make a difference? You have a right to know and an obligation to ask.

Every citizen has a responsibility to become a more informed education consumer — both the 25 percent of Americans who have children in school and the 100 percent whose livelihood and well-being ultimately hang in the balance.

(See the "Handouts" of case studies of three local communities using the "Goals Process" as a catalyst for fundamental educational improvement. For more information on the "Goals Process," refer to the *Community Organizing Guide.)*

MEETING THE NATIONAL EDUCATION GOALS: THE NEED FOR HIGHER STANDARDS

- **The Most Basic Question: What Must Students Know and Be Able to Do?**
- **Setting Higher Expectations for All**
- **Building the Best Education System: The Need for Standards**
- **But Don't We Already Have Standards in Education?**
- **How Can Standards Improve Teaching and Learning?**
- **Mathematics Blaze the Trail**
- **Standards as a First Step in Systemic Education Reform**
- **How Can National Standards Help Improve Your Schools?**
- **Is There Much Public Support for Standards?**
- **What Makes a Good Standard?**
- **Are Standards Just for Children in Grades K-12?**

MEETING THE NATIONAL EDUCATION GOALS: THE NEED FOR HIGHER STANDARDS

The "Goals Process" asks each community in the United States to chart its own route to reach local and National Education Goals. While a rare few might still advocate greater centralization and centrally defined reforms, most recognize that the only way to bring about true change in the country's 16,000 autonomous school districts is to empower those closest to the action.

However, in attempting to meet the Goals, each community must first address the same central question: What will success look like? Clear and ambitious standards of educational performance are vital for answering this question effectively. Their development and use are thus an essential precondition for educational improvement and achieving the National Education Goals.

The Most Basic Question: What Must Students Know and Be Able to Do?

There is probably no question more central to the very nature of teaching and learning than determining what students should know and be able to do.

The National Education Goals call for all students to demonstrate competency in challenging subject matter as preparation for responsible citizenship and productive employment. The Goals also challenge us to rise to first place among nations in math and science achievement.

But what does first-place performance in math and science look like? What knowledge or skills must students possess? What exactly must a student know and be able to do to demonstrate competency in English, history, the arts, foreign languages, economics, civics and government, or geography?

Ask your barber or grocery clerk these questions. Ask teachers, school principals, and local political leaders. Currently, there are about as many answers to these questions as there are friends, neighbors, and experts to ask.

But ask them what a youngster must know and be able do to succeed in sports and you'll find a greater degree of consensus! The very phrase conjures up images of young men and women striving to reach either their "personal best" or the truly inspirational levels of peak performance that "push the envelope" and literally redefine what we thought was possible and worth training for.

Consider the triple toe loop — a surefire, high-scoring criterion in world-class ice skating. Not long ago, it was uncommon and rarely taught by coaches or ice skating instructors. Now it is part of the standard repertoire among internationally competitive performers! And in rinks across the country, young athletes practice, train, and aspire to their personal best based upon on high standards of excellence.

In education, the definitions for personal best and peak performance are much less obvious. High standards, not minimal competency, set the pace in sports and most other fields of personal and professional endeavor — whether it is ice skating, flying a plane, practicing medicine, or designing safe and useful products.

But when it comes to teaching and learning, the standards that drive system are too often low and common denominators of performance. Pictures of excellence in education are much more elusive because we have not shaped a consensus definition to which each student, teacher, and parent should aspire. We have vague expectations that vary from school to school and child to child. And our expectations for the vast majority of children have been far too low.

Setting Higher Expectations for All

We are a society that tends to put a lot of emphasis on perceptions of innate ability and comparisons between students. We say: "Tommy is good at math, while Mary is good at art." On the flip side are the negative messages we send — we don't expect Mary to be good at math or Tommy to be good at art. Furthermore, we are willing to say that some students aren't good at any subject, and for them we set the lowest expectations of all.

All students can learn at significantly higher levels, given the proper tools and resources. Yet our system sorts children almost from the beginning of grade school into advanced versus low tracks. We test children against a bell-shaped curve — essentially against each other — rather than against any standard of what it is they need to know and be able to do to get jobs or maintain a high standard of living.

(stan' derd) *n.* 1. An acknowledged measure of comparison for quantitative or qualitative value; 2. A degree or level of requirement, excellence, or attainment.

The United States is probably the only nation in the world in which innate ability is judged to be a stronger predictor of success than individual effort. We must question the underlying assumptions of this type of system.

To turn this around, we need a revolution in our thinking. We must shape a system of teaching and learning based on the philosophy that all students can learn at higher levels — that achievement is as much a function of expectations and effort as it is of innate ability.

Perhaps the greatest barrier of all to achieving equity is that we have not made clear to our students what it is they need to know and be able to do to be successful. If we have not thought through this clearly and cannot articulate it, then we are guaranteeing that our system cannot be held accountable for providing a high-quality and equitable education for all children.

Building the Best Education System: The Need for Standards

We can bring about sweeping improvement and achieve the National Education Goals — we can do more and better in more of our schools — only if we define what we want more of and what better looks like. This is the basic premise behind the movement for standards-based reform in education.

Education standards are the agreements we make as a society as to the results we expect students to achieve. Standards are the most basic specifications that "education architects" can use in designing and rebuilding unique systems of teaching and learning appropriate for each community.

Imagine running a major corporation without any agreement on what the product should be! How would customers know what to expect? How would the managers and workers know what tasks to perform or how to account for their productivity?

For far too long we've been running the business of education without a societal agreement on the product. Students, of course, are far from being passive "products" in the education system. In the truest sense, they are the workers in the knowledge industry. As such, they are entitled to clear definitions of success and failure so they can set top performance within their sights and reap the rewards of hard work. Consensus standards would clearly define what citizens in each community consider essential for all students to learn.

Truly high standards send clear signals to all students of what they'll need to succeed in "the real world." Standards provide a firm educational platform for young people — offering a leg up as they mount their approach to the challenges of life after school. With them, students and their parents will know the performance that is expected and what it takes to truly make the grade. Standards also send a message to teachers about appropriate instructional strategies and adequate levels of performance. And the customers of our K-12 education system — employers, colleges and universities, and the military — will not only know what to expect, they can better judge the quality of applicants.

Standards replace the guesswork. They say to employers: This is what you can expect from our graduating students. They say to parents: This is what your son or daughter needs to accomplish if he or she wants to go to college or get a good job after school. And they say to concerned citizens: This is how your public school tax dollar is being invested. This is how we will hold ourselves accountable to results, how we are achieving the National Education Goals.

But Don't We Already Have Standards in Education?

In many instances we do, but they almost always measure the wrong things. Over time, a de facto set of "standards" documenting student progress through the system has been developed in our states and school districts. However, they consist largely of "input" measures like course credits and time spent on subjects and weak measures of system "output" like high school diplomas awarded and scores on national standardized tests that assumed certain content had been covered.

None of these measures tell the public what students have actually learned or provide assurance that the knowledge and skills acquired are important and useful outside of the classroom. In fact, we have no way of telling whether our current "standards" for student learning and performance are as high as they should be because we have not clearly defined the results we seek from the system. Our de facto education standards are not related to the performance needs demanded by citizenship and employment in our society. Nor are they up to those of countries with which we compete for leadership, economically and politically.

Our challenge is to create an education system that will prepare students not just to graduate high school or pass standardized tests, but to meet the high standards that will be demanded of them once they leave school and enter an increasingly complex and competitive job market in an information-driven economy.

How Can Standards Improve Teaching and Learning?

Schools and educators can, and many do, create myriad opportunities for students to learn basic and important subject matter and demonstrate that they can apply their knowledge in a real-world context. But most students can tackle much more challenging work than they are presently provided — and most schools can be better organized to accomplish this mission!

Picture a middle-grades science classroom. We might watch a small group of students learn about the common properties of matter and how a total mass of materials in any observed change remains constant. They have an ice cube in a jar and record what changed and did not change as the ice melted — color, wetness, temperature, mass, shape, volume, and size. They work to identify one factor they regard as critical to the melting process and express it as a question, which they proceed to investigate. They then draw conclusions and discuss them with the whole class.

These students are practicing the scientific method, solving problems as a group, analyzing data, expressing their findings in writing, and defending their analysis in discussion — all standards for science. Yet according to the 1993 National Education Goals Report, in our current system only about a quarter of students in a typical science class even go so far as regularly writing reports on science experiments.

Now, imagine we are looking over the shoulders of high school seniors taking a more conventional test in advanced-level U.S. history. They have three hours to answer four essay questions which they may select from several categories. The general category of questions asks students to analyze whether government regulation did more harm than good to the American economy between 1880-1920. Another has them explain why evangelical Protestantism has been an important force in American life and what effects it had in the period 1800-1880 or 1900-1960. Another asks them to offer evidence for the existence and influence of a "military-industrial complex" in the conduct of American foreign policy from 1954 to 1974.

These history questions come from an actual test — in *England*! They illustrate the level and depth of subject matter that other countries expect their students to know. The challenge to these students does not stop with rote memorization or recitation of facts and figures. They must integrate the information and demonstrate that they understand when and how to apply the knowledge and skills acquired.

Regrettably, U.S. students have few such learning opportunities. Far too many students coast through the system, doing little more than the little that is asked, because far too many schools fail to organize teaching and learning around a clearly articulated body of knowledge and skills required to be a productive citizen and worker in the global economy.

(Examples of higher-performance work expected of students in the U.S. and abroad are provided as "Handouts.")

Mathematics Blaze the Trail

In mathematics, some pioneering developments are reshaping what goes on in the classroom. Consider fourth grade students who have been learning mathematics since kindergarten. In a typical classroom their exposure to geometry would consist largely of learning geometric shapes - triangles, squares, circles, etc. However, in a classroom with a curriculum enriched by content standards developed by the National Council of Teachers of Mathematics (NCTM), much more would be expected.

According to the NCTM, "In grades K-4, the mathematics curriculum should include two- and three-dimensional geometry so that students can develop spatial sense." That is a standard that every fourth grader should be able to meet.

Why is spatial sense an important thing for a young person to learn? According to the National Council of Teachers of Mathematics, "spatial understandings are necessary for interpreting, understanding, and appreciating our inherently geometric world... children who develop a strong sense of spatial relationships and who master the concepts and language of geometry are better prepared to learn number and measurement ideas as well as other advanced mathematical topics. Experiences that ask children to visualize, draw, and compare shapes in various positions will help develop their spatial sense."

Now we have a clearly articulated standard, something we want children to be able to do, and an understanding of why it is important for a fourth grader to learn. But how do we assess student progress toward this objective? What curriculum supports this standard?

One example comes from the Mathematical Sciences Education Board (MSEB) of the National Research Council. In their book, *Measuring Up: Prototypes for Mathematics Assessment,* MSEB developed several exercises to measure a fourth grader's progress toward the fourth grade math standards developed by NCTM. This assessment task measures a student's understanding of relative positions of objects and how it affects what she or he sees.

The teacher would give every student a copy of the chart on the next page, ask them to work through the following questions, and record their responses with explanations.

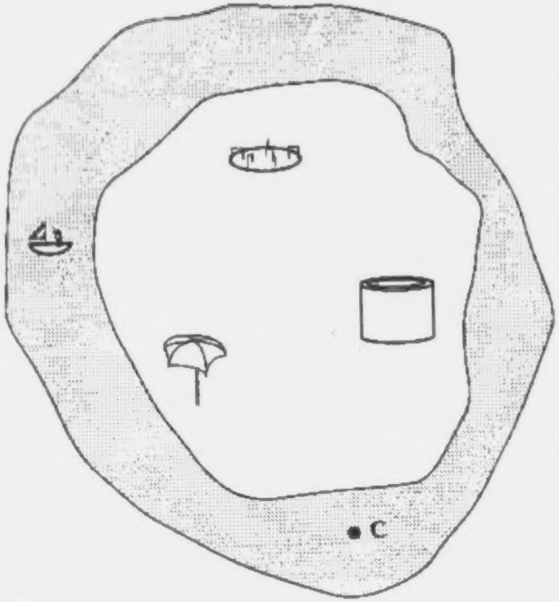
Standards For Mathematics

The National Council of Teachers of Mathematics was one of the first professional organizations to develop a consensus among educators and community leaders on standards for student learning. In 1989 the group released its report defining what students should know and be able to do in three different age groups (grades K-4, 5-8, and 9-12.) Consider what NCTM says students in grades K-4 should know about geometry and spatial sense. They should be able to:

- Describe, model, draw, and classify shapes;
- Investigate and predict the results of combining, subdividing, and changing shapes;
- Develop spatial sense-- an intuitive feel for one's surroundings and the objectives in them;
- Relate geometric ideas to number and measurement ideas; and
- Recognize and appreciate geometry in their world.

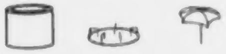
Working on this task would allow students to demonstrate that they can visualize objects from other viewpoints, deduce information from a map, and communicate results to others. The exercise illustrates several of the NCTM standards — problem solving, math as communication, math as reasoning, mathematical connections, estimation, patterns and relationships, and geometry and spacial sense. There is no rote memorization, no cut-and-dry drill. And there is an added bonus — most students consider this exercise fun, so they become engaged in learning mathematics.

Assessment Exercise from *Measuring Up*



James rented a boat to row in the pond around the playground. On the playground there are three pieces of equipment — a play fort, an umbrella, and a merry-go-round. Find James in his boat, and imagine how the playground looks to him.

1. James rowed around the pond for a while. When he looked at the playground a second time, the fort was on the left, the merry-go-round was in the middle, and the umbrella was on the right. Figure out where James was when he saw the playground this way.



(James was at the top of the map.)

2. James really enjoyed rowing, so he paddled some more and came to the spot marked C on the map. Draw the fort, the umbrella, and the merry-go-round to show how the playground looked to James from the spot marked C.

(The umbrella is on the left, the merry-go-round is in the middle, and the fort is on the right.)

3. James kept rowing and came to a spot where he could no longer see the umbrella, only the fort on the left and merry-go-round on the right. Draw a dot on the map to show where James was.

(He could be in one of two places at this point — so that either the fort or the merry-go-round blocks his line of vision to the umbrella.)

4. Do you think James could row to a spot on the pond where he sees the fort on his left and the umbrella on his right, but he can't see the merry-go-round? Explain how you know.

(There are several correct answers to this problem. The key is that the response needs to be well reasoned. The most obvious response is that any position that would leave the fort on James's left and the umbrella on the right would not place either of these objects in the line of vision of the merry-go-round.)

Standards as a First Step in Systemic Education Reform

The movement to raise expectations and set standards can radically transform education in your community. It reflects a new philosophy — one that says all students can learn at higher levels; that effort counts; that there is a body of knowledge and skills every child should know and be able to do to be a productive citizen and lifelong learner; and equally important, that we shall create a system and hold ourselves responsible for achieving these results.

Standards are key to building coherence in a system requiring radical and fundamental change. All too often, one education reform initiative is rolled out in isolation from others. In the worst cases, one reform ends up pitted against others. Without standards to guide changes and link reforms, our initiatives are set to sail like a ship without a rudder.

To meet this system reform goal, we need clear standards to serve as constellations by which to navigate through change. Once we agree upon our expectations for student performance — and clearly articulate the knowledge and skills we believe every graduate must master to succeed in life after school, we can align other aspects of the system to meet these objectives.

- Curriculum can point all students to the knowledge and skills needed for the 21st century — regardless of where they live. Consider standards as a "destination point" where we want all students to arrive. There are many routes and points of entry because students learn at different rates and teachers teach in different styles. While students from one classroom may be sent trekking through mud and collecting water samples from nearby streams, students from another class might log on to a computer network to interact with scientists examining water and sediment samples in New Zealand. Yet students in both classes are learning lessons of Ecology.
- With standards in place, student assessment can measure what is truly important to succeed. Teaching to the test won't be a bad idea, because the tests would measure what we really believe is important for students to learn. Students would be motivated to work harder because they'll know that the results of their work will play a role in determining success after graduation.
- Once adopted, standards can dramatically change the way teachers are prepared. Colleges of teacher education can revamp their curricula so prospective teachers receive training based not on some generic set of techniques, but upon challenging and relevant material they will actually use in the classroom. Veteran teachers would be able to upgrade and refine their teaching skills by participating in professional development opportunities that are closely matched to the school curriculum. Experienced teachers would help develop curricula.
- There will be a market for instructional materials that offer schools and communities greater choice and access to higher quality books, technology, and learning tools that are aligned with the standards of excellence adopted by communities. Textbooks, software, and other materials would be designed and purchased not because they reflect the content of standardized tests that have driven the curriculum to focus on discrete bits of knowledge and low-level skills, but because they reflect high aspirations and challenging content. Clearly articulated standards can influence the design and the market forces shaping everything from television programs and interactive multimedia platforms to the proliferation of novels and nonfiction works for parents and children.

Standards are thus an essential beginning on the road to fundamental and lasting educational improvement. However, there will be little lasting or significant change unless a community really believes that the standards represent what needs to be learned and makes a commitment to redesign their system with these beliefs at the core.

Background on the National Movement to Set Standards

Educational renewal received support at the highest levels of government when the President and the nation's governors met at the Charlottesville Education Summit in 1989, announced National Education Goals, and established a National Education Goals Panel to measure progress towards those Goals. But when the Panel asked national experts what information currently existed to measure such progress, they found that for the Goals focusing on student achievement, there was no consensus on what knowledge, competencies, and understandings are worthy of being taught and measured.

This challenge is now being answered. On March 31, 1994, President Clinton signed into law the *Goals 2000: Educate America Act.* It creates the National Education Standards and Improvement Council (NESIC) to encourage and, with the Goals Panel, approve voluntary national education standards.

Under the legislation, the Goals Panel and the NESIC have a shared responsibility to review and certify the various education standards voluntarily submitted by states and subject-matter specialty groups-- essentially providing a "seal of approval" that any given set of standards is, indeed, world-class, developed from a consensus-based process, and realistic.

How Can National Standards Help Improve Your Schools?

Today, teachers and citizens across the nation are joining with education experts and leading thinkers in most fields of human endeavor to forge voluntary national education standards in a variety of subject areas. The national standards can serve as models for states and localities as they engage in their own standards-setting activities.

Of course, the standards that any community develops may exceed the voluntary national or state "model" standards that are being created. They may even extend to subject areas in which voluntary national standards do not exist and thereby add to the expanding body of materials upon which other locales or state and national leaders can draw.

The critical point is making sure that each school community has access to the best thinking and the best material available, that they build capacity and expertise locally, and that all facets of the community are involved.

Three principles are guiding the development of voluntary national standards:

- **National education standards are strictly voluntary.** The standards are *not* a centrally imposed national curriculum, but rather a resource to help schools, districts, and states interested in anchoring their curriculum, instruction, assessment, and teacher preparation efforts. They are reference points for public understanding, providing a common focal point for school people, parents, and other interested citizens to agree on what is important and to work together to improve education results for all.

- **National standards are not fixed forever.** They must be revisited periodically, discussed, and improved. The development and distribution of the initial standards in a subject should be only the beginning.

- **An inclusive process is being used to reach a consensus on voluntary national standards.** This is perhaps the most important principle. At the core of the national standards-setting initiatives are the real experts — master teachers of history, civics, geography, science, English and language arts, foreign languages, and the arts. Their partners are researchers and scholars. A process of feedback and revision follows the initial development and includes public comment and input. This is the process used by the nation's math teachers when they became the first group to release standards in 1989. The process has become a model for other subject areas.

Separate but related individual projects are also focusing on creating new and rigorous standards for educational performance. For example, more than one-half of the nation's students are in states or school districts involved with the New Standards Project, an effort to reflect high standards through assessments which rely on students' abilities to reason and solve real-world problems. The 300 schools in the Coalition of Essential Schools are developing a core of learning and new ways for students to display what they have learned.

Many state initiatives are changing the education of students from one based solely on time spent in class to one based on challenging content. Maine's Common Core of Learning, New Mexico's Standards for Excellence, Michigan's Partnership for New Education, and the curriculum frameworks developed in California are examples of where research and knowledge of best practice are coming together to stimulate higher levels of learning.

Is There Much Public Support for Standards?

Public opinion research shows widespread support for voluntary, nationwide education standards.

- People believe in higher national standards and that higher expectations get results. These and other findings come from a series of 24 focus groups conducted in 1993 by the New Standards Project and the Public Agenda Foundation, a nonprofit organization which works to help citizens better understand critical policy issues and help the nation's leaders better understand the public's point of view. Most teachers, parents, and citizens believe that if you expect more from people, you will get more.
- The overwhelming majority of Americans (82%) feel that the country needs common national standards of performance that all schools should be expected to live up to (Louis Harris and Associates, September 1991). Eighty percent of recent students and 80 percent of parents share this belief.
- Three-quarters of Americans surveyed believe that it will help a lot to increase the standards for teachers and students in public schools, including higher standards for graduation. A mere one percent said that this was a step in the wrong direction. (Peter Hart, September 1991)
- Over half surveyed say that raising achievement standards will encourage students from low-income backgrounds to do better in school. (Gallup, April 1987)
- Eighty-one percent favor raising requirements for passing courses and graduating. (Louis Harris and Associates, August 1992).

What Makes A Good Standard?

Advisors to the National Education Goals Panel offer sound advice for communities to judge the worth of subject-specific standards they may wish to adopt. In their report, *Promises to Keep: Creating High Standards for American Students*, the group says that the public should be assured that standards are:

World-class, at least as challenging as current standards in other leading industrial countries, though not necessarily the same;

Important and focused, parsimonious and concise, while including those elements that represent the most important knowledge and skills within a discipline;

Useful, developing what is needed for citizenship, employment, and lifelong learning;

Reflective of broad consensus-building resulting from an iterative process of comment, feedback, and revision, that includes educators and the lay public;

Balanced between the competing requirements for:

- depth & breadth;
- being definite/specific & being flexible/adaptable;
- theory or principles & facts or information;
- formal knowledge & applications;
- being forward-looking & traditional;

Accurate and sound, reflecting the best scholarship within the discipline;

Clear and usable, sufficiently clear so that parents, teachers, and students can understand what the standards mean and what the standards require of them;

Assessable, sufficiently specific so that their attainment can be measured in terms meaningful to teachers, students, parents, test makers and users, the public, and others;

Adaptable, permitting flexibility in implementation needed for local control, state and regional variation, and differing individual interests and cultural traditions; and

Developmentally appropriate, challenging but, with sustained effort, attainable by all students at elementary, middle, and high school levels.

Are Standards Just for Children in Grades K-12?

Standards are necessary to fundamentally change the school system. Without them, there is no true way to tell if students are mastering core subject matter. A community has no reliable way to judge a good test from a bad one, a strong teacher training program from a weak one. With standards, you have a road map for making sound decisions in the reform of the education system. But what about the years before a child gets to school and those after high school graduation?

The notion of setting standards based on a shared vision and expectations of what we know to be important, is equally valuable to communities focusing on the goals of helping children start school ready to learn and helping adults attain the knowledge and skills necessary for effective citizenship and economic well-being.

READY TO LEARN

The first National Education Goal states that by the year 2000, all children will start school ready to learn. But what qualities, skills, and knowledge base constitute readiness?

The National Education Goals Panel has identified five interrelated dimensions of readiness that can help communities make decisions about the programs and policies designed to serve young children and prepare them for further learning and development:

Physical Well-Being and Motor Development— A strong body of research links maternal and child health to performance in schools. We know that conditions such as very low birth weight and poor nutrition may have long-term effects on a child's preparedness for school. Basic information about the child's health history is vital for understanding the condition in which children come to school. In addition, early childhood educators emphasize the importance of optimal motor development in children, from large motor movements that occur on the playground to small motor work required for holding a crayon or putting together puzzles.

Social and Emotional Development— This dimension serves as the foundation for relationships that give meaning to school experience. It involves a sense of personal well-being that comes from stable interactions in the child's early life and interactions that enable children to participate in classroom activities that are positive for themselves, their classmates, and teachers. Critically important conditions of social and emotional development include supportive and secure relationships that engender the young child's self-confidence and ability to function as a member of a group.

Approaches toward Learning— These are the inclinations, dispositions, or styles — rather than skills — that reflect the myriad ways children become involved in learning and develop their inclinations to pursue it. Curiosity, creativity, independence, cooperativeness, and persistence are some of the approaches that enhance early learning and development. Approaches to learning that vary within and between cultures must be respected so that we do not encourage a uniform or "cookie cutter" approach to early childhood education. Families and teachers should understand and seek to enhance the various ways that young children become engaged in learning.

Language Usage— Language empowers children to participate in both the cognitive and affective components of the educational program. Experience with language, in both written and oral form, provides young children with the tools to interact with others and to represent their thoughts, feelings, and experiences. Communicating effectively with other children and adults and having emergent literacy experiences with many forms of language are fundamental aspects of this dimension.

Cognition and General Knowledge— A foundation for later learning is provided when children have opportunities to interact with people and materials and, as a result, are encouraged to learn from their surroundings. Young children's transitions to formal schooling are eased when they have been provided with a variety of play-oriented exploratory activities, and when their early school experiences continue these activities. Cognition and general knowledge represent the accumulation and reorganization of experiences that result from participating in a rich learning setting with skilled and appropriate adult intervention. From these experiences children construct knowledge patterns and relations, cause and effect, and methods of solving problems in everyday life.

ADULT LITERACY AND LIFELONG LEARNING

At the other end of the spectrum, communities have a responsibility to strive for the National Education Goal which calls for all adults to be literate and equipped with the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. To accomplish this Goal, they must possess a shared vision of what constitutes adequate knowledge, skills, and dispositions of adults as fully educated and productive citizens.

The *Goals 2000: Educate America Act* and *School-To-Work Opportunities Act* (which became law on May 4, 1994) together offer a national framework for community efforts to solve the problem of "skills mismatch" between employer needs and employee competencies by encouraging the development, adoption, and certification of *occupational skill standards* and structured programs of *school-to-work transition*.

- Goals 2000 creates a National Skill Standards Board that will identify broad occupational clusters and create a system of voluntary standards, assessments, and certification for the skills needed in each.
- The new *School-To-Work Opportunities Act* authorizes grants to help states and communities build customized programs linking local education and employment systems.

Above and beyond specific academic or occupational skill standards required of students entering the workforce directly from school, there are also general, overarching performance competencies that are increasingly being expected of every adult worker. These were described in a June 1991 report of the Secretary's Commission on Achieving Necessary Skills (SCANS), *What Work Requires of Schools*, released by the U.S. Department of Labor. As in the area of readiness for school, they can be used by local communities as starting points for developing a shared vision and related programs and policies in areas such as school-to-work transition, literacy, and adult education:

Resources— The individual identifies, organizes, and allocates resources such as time, money, human resources, material, and facilities.

Interpersonal— The individual works with others. She or he is a team player who contributes to the group, teaches others new skills, serves clients and customers, exercises leadership, and negotiates and works well with people from diverse backgrounds.

Information The individual acquires and uses information. She or he evaluates, organizes and maintains, interprets, and communicates information well. In addition, she or he knows how to use computers to process information efficiently.

Systems The individual understands complex interrelationships. She or he knows how social, organizational, and technological systems work and operates effectively with them. She or he monitors and corrects performance and improves or designs systems to boost performance.

Technology The individual works with a variety of technologies and understands how to select appropriate equipment and tools, apply technology to tasks, and maintain and troubleshoot equipment.

(See the "Handout" on the School-To-Work Opportunities Act.)

ACHIEVING THE NATIONAL GOALS: WHAT ARE THE STAKES?

ACHIEVING THE NATIONAL GOALS: WHAT ARE THE STAKES?

Why engage in the long and painstaking process necessary for achieving the National Education Goals and implementing standards-based reforms? Consider for a moment what there is to gain from these efforts:

Maintaining Economic Security

The U.S. remains the largest manufacturing country in the world, but the service sector of our economy is growing at an even more rapid pace. Jobs in both sectors will require a well-educated and skilled workforce — for even basic manufacturing jobs require higher-level and more complex skills than they used to. No longer will workers with minimal competencies and training be able to make a decent living. Already, these jobs are rapidly disappearing.

Consider today's demanding marketplace. Will a worker who punches the clock, stays the required amount of time, has only minimum skills, and applies a scant amount of effort be assured a paycheck?

The costs to society of an education system that expects little from most of its students are enormous. We all pay when high school dropouts end up in jails or on public assistance. We all pay when employers are forced to spend billions of dollars annually to provide basic reading and math training for employees who are high school graduates.

Preserving our Democracy

Since the days of Thomas Jefferson, our system of government has depended on a citizenry that is educated enough to make informed choices and to hold public institutions accountable. As technology improves the quality and quantity of information available, citizens will require higher levels of skill and knowledge to process this information.

Education is central to helping our nation address its increasing diversity. National education standards will help ensure that our diverse and mobile population can both preserve its heritage while developing a sense of national identity and gaining the shared knowledge and values necessary to make democracy work.

Giving New Meaning to Equity

Consensus standards reflect our belief that all students will need to reach higher levels of achievement if they are to lead productive lives in the 21st century. Standards-based reform defines equity in terms of what comes out of the system, not in terms of programmatic "inputs." The expectation and commitment are that all children can achieve the standards, given the appropriate time, motivation, instruction, and resources.

It becomes the responsibility of the system to determine and provide the kind of instruction, structure, and time that individual learners need to reach the standards. A standards-based system does not rely on the bell-shaped curve to define the limits of student success or the number of "A" grades. Rather, every student is exposed to rich and challenging curriculum, presented in a manner that engages their curiosity and encourages effort. The key is acknowledging that individuals learn at different rates and in different styles.

Furthermore, research shows that students are influenced by the attitudes and expectations of people who are significant in their lives. When disadvantaged students are held to the same high level of expectation as other students, they learn more and perform better.

Taking Advantage of Opportunity

We can do better if we expect more. In the absence of specific and demanding content standards, we have gravitated toward a "lowest common denominator" curriculum. We have vague expectations that vary from state to state, district to district, and school to school.

Most students acknowledge that they are coasting through their years of public schooling, doing only the minimum required of them. Unless our schools reflect high expectations for all students, there is little motivation for them to apply themselves.

Syndicated columnist Colman McCarthy wrote in 1993 about Adele Jones, a high school algebra teacher in Georgetown, Delaware, who was fired because she failed 27 percent of her students. In commenting on the case, American Federation of Teachers President Albert Shanker said:

> **"Ask yourself: Has any teacher ever been fired for passing all the students, even if they didn't learn anything? Ask yourself whether this would be possible if we had national standards, if we had national assessments, if these assessments clearly showed when students didn't know the material. You see, the whole game of education becomes public relations for school boards, petty politics at the local level, unless you've got a system that stands for something. That's what this whole thing is about."**

COMMON CONCERNS ABOUT GOALS AND STANDARDS

COMMON CONCERNS ABOUT GOALS AND STANDARDS

Community residents may express concerns about standards and the National Education Goals. But as they begin to understand that they are in charge of setting goals and adopting standards — that goals and standards are voluntary and flexible — their concerns often dissipate or disappear entirely. In fact, many may come to see the value of these efforts and switch from being opponents to advocates. Following are some of the common concerns expressed about Goals and standards and suggested responses.

Concern: The National Education Goals are "pie in the sky" and unrealistic.

Suggested Response: The Goals and standards are targets for communities to meet. They challenge Americans to direct their resources and efforts towards clearly defined objectives. They are designed to be ambitious, to spur the greatest possible achievement, to galvanize political will, and paint pictures of excellence that enrich public understanding and commitment and inspire grass-roots reform to safeguard our citizenry from economic and social hardships.

Impossible, you might say. The problem is too big, our rate of progress too slow. Doubters would be wise to reflect for a moment on the many other aspirations which seemed unattainable. Remember the four-minute mile? We never thought that goal would be reached. What about the sinking feeling that came with the launch of Sputnik and the vow, which followed, to put a man on the moon.

In another day and age, many people thought that these statements were ludicrous and unrealistic. "Nice idea," they mused, "but... come on!" Yet in large measure, because we focused on a clearly articulated result to achieve and directed our effort and resources accordingly, our hopes and dreams became reality. Progress toward the National Education Goals will take the same sense of purpose, the same dedication, hard work, and national pride.

Concern: The Goals are part of a top-down plan to put schools under federal control.

Suggested Response: The Goals define a common vision and establish education as a national priority, offering an alternative to national control or even a national curriculum. They challenge each community to determine how it may best achieve that vision. National Education Goals, and the process of setting local education goals, allow those who know the children best — the parents, teachers, and community members — to decide what is needed to achieve more and reach higher standards.

This philosophy is clearly embodied in the *Goals 2000: Educate America Act* which states: "Nothing in this Act shall be construed to authorize an officer or employee of the federal government to mandate, direct or control a state, local education agency or school's curriculum, program of instruction or allocation of state or local resources or mandate a state or any subdivision thereof to spend any funds or incur any costs not paid for under this Act."

Concern: We already have national educational standards.

Suggested Response: While we have *mandatory* national standards for everything from the quality of the meat we eat to the amount of lead in gasoline, we don't even have *voluntary* national standards for education.

Market forces that drive design and adoption of national standardized tests and textbooks set certain de facto "standards." But they are far too low and fall short of defining or measuring the body of applied knowledge, skills, or work habits required of citizens in the modern economy.

Concern: National standards are being written by Washington bureaucrats who know nothing about the schools in my community.

Suggested Response: Voluntary national standards are being drafted by subject specialists from around the country who are relying on guidance from local educators and community residents. The standards for math were developed by the National Council of Teachers of Mathematics. The standards for history are being developed by the National Center for History in the Schools at UCLA. Science, English, foreign language, and art standards are similarly being drafted by groups of teachers, curriculum designers, and subject specialists and are open to public review and advice. In addition, many states are developing standards that can be used to enrich local reform initiatives.

Concern: National standards will weaken local control over schools.

Suggested Response: The standards are national in the sense that they reflect the consensus of people nationwide, not in the sense that they are controlled or directed by the federal government. Their use is entirely voluntary, and they will stand or fall on the basis of state and local acceptance.

Concern: National standards will lead to standardization and a national curriculum.

Suggested Response: Standards do not mean standardization. Holding all students to the same high standards does not mean teaching them all the same thing in the same way, reducing local discretion, or stifling the creativity of teachers. To the contrary, standards offer a clear understanding of expectations that can validate and liberate creative educators to invent a variety of methods to attain the standards. This is one reason why it is so important to keep standards focused upon a limited set of knowledge and skills of enduring importance.

Concern: Standards will hurt poor and disadvantaged students.

Suggested Response: To hold students from different socioeconomic backgrounds accountable to different standards is to hold their futures hostage and to perpetuate inequalities. How much equity is there in having superlative expectations and high standards for one group of students and low expectations or inferior curricula for others?

Imagine the horror of using tough tests for one kind of community or student and easy tests for another. That is about as equitable as setting different passing scores for different groups in society!

Without high standards for all, it can be perniciously easy to justify the status quo. While some students from privileged backgrounds can and do muddle relatively unscathed through schools of indifferent quality, it is the least advantaged students and the schools serving them that will gain the most by having explicit standards.

Disadvantaged students deserve as much opportunity to learn challenging subject matter as students from wealthy families. We should not insult them or allow them to become disengaged from learning because the curriculum has been watered down.

Concern: Standards will [illegible]

Suggested Response: Voluntary national standards will be based upon high levels of mastery, not minimum competencies. The purpose of standards-based reform is to include everyone in deeper understanding of the most important and enduring knowledge and skills. To succeed, the nation must raise achievement at all levels — from our top performers to those most lacking in basic knowledge and skills.

Students will vary in their performance on the standards to which all are held. There will be advanced levels of study and achievement that build upon the sound foundation of those standards held for all. An index of success will be the wider attainment of high levels of performance among our top and our lowest achievers and those in between. Aesop recognized that a persistent tortoise can achieve its goal before an easily diverted hare, but just think what a persistent hare can achieve!

Concern: Standards can't be both "world-class" and uniquely "American."

Suggested Response: While some worry that striving for internationally competitive levels of achievement may make U.S. education less "American," nothing could be more uniquely American than setting clear and ambitious standards based on a consensus of the knowledge and skills necessary to participate fully in a pluralistic society and meet the challenges of the global marketplace. Without such agreement, the lifeblood of U.S. democracy can run dry. Nor could any reform be more ideally suited to ensuring that all students have the opportunity to learn to their highest levels.

The United States has a long and proud history of local control in education, with over 16,000 highly autonomous, independently governed school districts. Although the need for standards-based reform is national, it must be implemented — indeed, invented — on the local level. Schools and communities from places as different and far from each other as Pasadena or Philadelphia will plot their own road map to achieving the Goals — using standards as guiding stars to plot their course of action.

WHAT CAN MY COMMUNITY DO?

WHAT CAN MY COMMUNITY DO?

The National Education Goals and standards-based school reform cannot be achieved without a shared sense of purpose and commitment. Much like our nation's campaign to put a man on the moon, the effort must be comprehensive and historic. While there is no single blueprint for action, a few principles should guide your community's approach.

The Goals Process Calls Upon Communities to:

- Adopt the National Education Goals or similar goals that reflect high expectations for all and cover the entire breadth of focus from prenatal care to lifelong learning.
- Assess current strengths and weaknesses and build a strong accountability system to regularly measure and report on progress toward goals over time.
- Set specific performance benchmarks to mark progress along the way and guide the change process.
- Identify barriers and opportunities to goal attainment in the many systems that support teaching and learning.
- Create and mount strategies to overcome barriers, seize opportunities and meet the performance benchmarks.
- Make a long-term commitment to continuously evaluate accomplishments and shortcomings in achieving the community goals and be willing to modify strategies as needed.

- First, maintain flexibility. The approach must meet the particular needs of your community and build upon the community's unique resources. Any plan that attempts to implement top-down solutions from Washington, D.C., or the state capital will fail.
- Second, there must be a clear and shared vision to guide and help build broad-based support. Communities will resist selecting one solution over another until they know where they are headed and why.
- Third, involve everyone who has a stake in education. Coalitions should include parents, teachers, community organizations, local businesses and labor unions, school administrators and school boards, religious leaders, and others. The community approach to systemic reform must be accepted inside and outside the walls of the schools and central administration building.
- Fourth, focus on the long term. Aim for continuous improvement in the systems and infrastructure that support school and community.
- Finally, the approach must be sweeping and systemic. If it corrects one piece of the system and ignores another, it is likely to fail.

These principles are at the heart of the "Goals Process."

NATIONAL EDUCATION GOALS PANEL STAFF

EXECUTIVE DIRECTOR

Ken Nelson

ASSOCIATE DIRECTOR FOR ANALYSIS AND REPORTING

Martin E. Orland

COMMUNICATIONS DIRECTOR

Ruth Whitman Chacon

STAFF

Geri Anderson-Nielsen
Tia Cosey
Cindy Dixon
Bryan Flynn
Leslie Lawrence
Julie O'Brian
Cynthia Prince
Charles J. Walter
Emily Wurtz

Production and design support provided by The Widmeyer Group and Scott Miller

NATIONAL EDUCATION GOALS PANEL
1850 M STREET, N.W.
SUITE 270
WASHINGTON, D.C. 20036

Major Milestones in National Education Reform 1983 to 1993

1983

A Nation At Risk by the National Commission on Excellence in Education warns of the dangers of poor schools and calls for immediate improvements.

1983

High School by Ernest Boyer and the Carnegie Foundation for the Advancement of Teaching portrays the world of teachers and students in high school.

1984

Theodore Sizer issues *Horace's Compromise* and forms the Coalition of Essential Schools to support the idea of student as worker, and teacher as coach.

1985

The Carnegie Forum on Education and the Economy is created to explore linkages between school and work.

1985

Albert Shanker, President of the American Federation of Teachers, calls for a national professional exam for teachers.

1983

The National Institute of Education reports that high school students are taking less demanding courses than in the 1960's.

1983

The Southern Regional Education Board announces its education reform agenda, which includes tougher high school curricula and heightened graduation requirements.

1984

Secretary of Education Terrel Bell issues the Education Department's first "wall chart" comparing the states on a wide array of education indicators.

1985

The High/Scope Educational Foundation issues a study linking high-quality preschool programs for poor children to positive long-term societal outcomes.

1986

The Carnegie Task Force on Teaching as a Profession prints *A Nation Prepared: Teachers for the 21st Century*, which includes suggestions for improving the quality of teachers by making education a graduate school program.

1986

The National Governors' Association issues *Time for Results*, whose school improvement recommendations including creating a national teacher certification board, "academic bankruptcy" provisions for failing schools, and new results-centered accountability systems.

Major Milestones continued

1987
E.D. Hirsch publishes *Cultural Literacy*, calling for a return to a "core" curriculum of great books.

1987
Blue-ribbon Panel recommends a major expansion of the National Assessment of Educational Progress, the nation's premier indicator of student academic achievement.

1987
The National Board for Professional Teaching Standards is created to establish voluntary national certification for teachers.

1988
The William T. Grant Foundation issues *The Forgotten Half: Pathways to Success for America's Youth and Young Families*. The report states that increasing numbers of noncollege-bound students are not prepared for the requirements of society and the workplace.

1989
The American Association for Advancement of Science issues science goals "blueprints" setting science standards.

1989
The annual Gallup Poll finds Americans supporting the development of a national curriculum and national achievement standards.

1987
The National Council of Teachers of Mathematics drafts mathematics curriculum standards.

1987
A West Virginia physician questions reliance on traditional standardized tests by reporting that the overwhelming majority of elementary school pupils score "above the national average" on these exams.

1988
The Annie E. Casey Foundation gives 5 cities $50 million to help lower dropout, teenage pregnancy, and youth-unemployment rates.

1988
The Bradley Commission on History in Schools issues calls for more history in the public schools.

1989
The President and the nation's governors hold "education summit" and agree to create the National Education Goals.

1990
Six National Education Goals are officially adopted by the President and the governors.

Major Milestones continued

1990

The National Education Goals Panel is created to monitor progress in achieving the National Education Goals and encourage a restructuring of American education.

1990

The National Assessment Governing Board creates "basic," "proficient," and "advanced" achievement levels on the National Assessment of Educational Progress to gauge adequacy of student educational performance.

1991

Congress, in conjunction with the National Education Goals Panel, passes a bill to create a National Council on Education Standards and Testing. The group is to determine the feasibility and desirability of developing national education standards and aligned examination systems.

1991

The Secretary's Commission on Achieving Necessary Skills, of the U.S. Department of Labor, details a set of core competencies and foundations for success in the modern workplace.

1991

First annual "Report Card" by the National Education Goals Panel gives low marks to educational performance.

1992

The National Council on Education Standards and Testing issues its report, *Raising Standards for American Education*. It calls for the development of voluntary national education standards along with aligned systems of assessment.

1990

The National Commission on the Skills of the American Workforce releases *America's Choice: High Skills or Low Wages*. The report directly ties educational performance levels to economic productivity and recommends that all teenagers earn "Certificates of Initial Mastery" at around age 16 to qualify for employment or further education and training.

1991

The National Governors' Association releases "Results in Education 1990," showing the very limited progress made in improving the schools.

1991

President Bush introduces "America 2000," an initiative encouraging communities to organize to reform their schools. A private company, the New American Schools Development Corporation, is set up to design new schools.

1991

The National Education Goals Panel releases its plan for a series of measurements on progress towards the Goals.

1991

The Carnegie Foundation for the Advancement of Teaching issues a seven-point plan to achieve the first national education Goal: readiness for school.

Major Milestones continued

1992

The National Science Foundation study concludes that standardized tests and textbooks emphasize low-level thinking and have a negative impact on instruction.

1992

Second annual "Report Card" is released by the National Education Goals Panel. Report finds "modest progress" toward achieving the National Education Goals.

1993

President Clinton introduces Goals 2000 and School-To-Work Opportunities in legislation.

1993

National Assessment on Educational Progress Literacy study is released showing that a majority of adults possess inadequate knowledge and skills for exercising work and citizenship responsibilities.

1993

Third annual National Education Goals Panel "Report Card" shows some improvements but a large distance still to travel.

1993

Goals 2000 Legislation passes the Senate and the House.

1993

Walter Annenberg family announces 500-million-dollar gift to support school reform.

From: Education Week, From Risk To Renewal, 1993.

The National Education Goals

READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

. . . .

SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

. . . .

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy;

. . . .

MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be the first in the world in mathematics and science achievement.

. . . .

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

. . . .

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in the U.S. will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

. . . .

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

. . . .

PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

THE NATIONAL EDUCATION GOALS

READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

Objectives

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the U.S. will be a child's first teacher and devote time each day helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives

- The nation must dramatically reduce its school dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Objectives

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Objectives

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

THE NATIONAL EDUCATION GOALS

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training, and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in the U.S. will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.
- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives

- Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

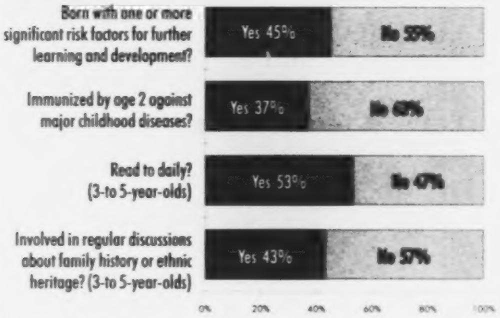
Summary of 1993 Goals Report Findings

The conclusion from the 1993 National Education Goals Report is that at no stage in a learner's life -- before school, during the traditional school years, or as adults -- are Americans doing as well as they should, or can be.

Despite modest gains, our progress is wholly inadequate if we are to meet the National Education Goals by the year 2000.

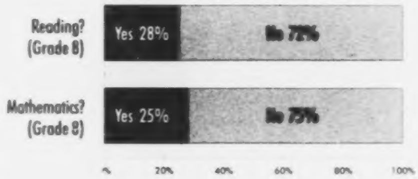
Almost half of American babies start life behind and never have the support to catch up.

Are our preschoolers:



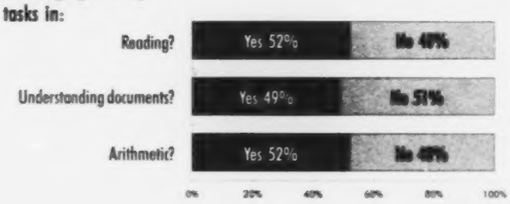
During the years American children are in grades K-12, most cannot understand and perform at levels that are necessary for success in today's world.

Have our students mastered challenging subject matter in:



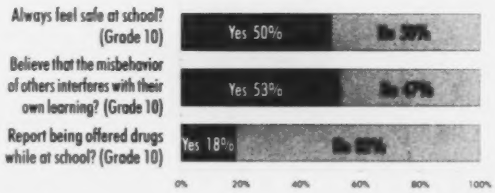
In a country in which a highly skilled workforce is critical to the economy, many Americans have only mediocre basic literacy. And even these average skills are declining among young adults.

Can our adults perform challenging literacy tasks in:



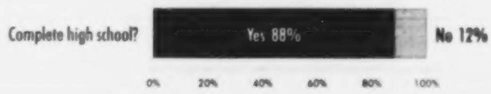
Today's schools are full of barriers for those who want to work hard.

Do our students:



More than one in ten students fail to complete high school.

Do our adolescents:



CASE STUDY: Loveland, Colorado

THE DENVER POST

MONDAY, MAY 23, 1994

Communities get say on academic goals

State board offers ideas as public meetings begin

By Janet Bingham
Denver Post Education Writer

Parents in the northern Colorado community of Loveland rank swimming right along with reading as a survival skill that children need to learn.

So they made sure to include it as they hammered out standards for what students should know and be able to do by the time they graduate.

To receive high school diplomas, members of the Thompson School District Class of 1996 will have to show that they can tread water, swim across a pool and back, and stay afloat for at least one minute.

They'll also have to demonstrate proficiency in math, science, reading, writing and speech. Future classes will have to show mastery of social studies, humanities and technology.

By establishing such standards, Thompson is ahead of the pack as Colorado school districts begin to address a new state law that asks them to have academic standards in place by 1997.

This week, citizens statewide will begin reviewing the second draft of proposed statewide standards that can serve as a guideline for school districts as they establish their own. Fifteen public meetings will give parents, educators and community members the chance to say what they think children should know and be able to do by the time they graduate. A district's standards must meet or exceed the state standards.

State standards are being set first in reading, writing, math, science, history and geography. Additional standards will be written later in art, civics, music, physical education and foreign language.

"All Coloradans have a stake in this process," said Bill Porter, education policy coordinator for the governor's office.

The Thompson district's swimming requirement shows how a community can set standards to meet its own particular needs, Porter said.

Loveland's many lakes, canals and irrigation ditches have sometimes claimed lives. Parents think it is so important for children to learn to swim that they raised bond money for pools in two district high schools.

Other districts, Porter noted, may have other priorities.

Thompson "has been putting into practice what people are theorizing about all over the country," said Gov. Roy Romer, who visited the district last week.

Setting standards, said Romer, is the first and most important step toward reform. "If you can't define what you want to accomplish, you can't strategize how to get there."

Thompson, which started developing standards in 1988, so far has avoided the hot arguments over "Outcome-Based Education" that have engulfed districts such as Littleton and Jefferson County.

. . . .

Many people think Standards-Based Education is just another name for OBE, notes Thompson Superintendent Don Saul. He is careful to explain that while the two have a number of similarities, they are not the same.

Both, he said, require identifying what the school expects of students as a first step. And both require a system of testing so the school knows which students have met the 'standards' or 'outcomes'.

OBE, however, has been criticized in some districts for trying to measure "behavior" or "values."

In contrast, said Saul, Thompson's standards, and those required by the new state law, "focus on academic knowledge and skills. They are content-based. They are concrete and measurable."

Saul also noted that many OBE programs move toward eliminating class credits as the measure of academic mastery. The state law does not require that and Thompson is keeping class credits.

The district is also developing its own ways of testing students' progress as they move through the grades. "There is value in multiple choice tests. We wouldn't throw all of those out. But they are not enough," said Linda Gleckler, director of assessment.

"We're looking for multiple measures of what a kid can do, not a single test at a single point in time." To show skill at oral communication, a student might give a speech, while a written essay or story might show skill in different styles of writing.

Thompson officials say parents have been involved at every step. One parent, Teresa Anderson, works at a local computer firm and volunteered to develop computer software that eliminates the paperwork involved in tracking a student's progress.

At Carrie Martin School, third-, fourth- and fifth-graders have personalized education plans that show teachers and parents at a glance where the student stands and what he or she needs to do to improve. The plan is on computer and can be easily updated. A copy is regularly sent home to parents.

MEETINGS

Here's a schedule of public meetings on proposed academic standards for schools statewide. All meetings begin at 6:30 p.m.:

Today: Standley Lake High School, 9300 W. 104th Ave., Westminster; Lakewood High School, 9700 W. Eighth Ave., Lakewood.

Tomorrow: Lamar High School, 1900 S. 11 St., Lamar.

Wednesday: Central High School, 216 W. Orman Ave., Pueblo.

May 31: Adams City High School, 4625 E. 68th Ave., Commerce City; Fort Collins High School, 1400 Remington St., Fort Collins.

June 1: Sterling Middle School, 1177 Pawnee St., Sterling.

June 6: East High School, 1545 Detroit St., Denver; Highlands Ranch High School, 9375 Cresthill Lane, Highlands Ranch; Alamosa High School, 401 Victoria St., Alamosa.

June 7: Cherry Creek High School, 9300 E. Union Ave., Greenwood Village; Miller Middle School, 2608 Junction St., Durango.

June 8: Boulder High School, 1604 Arapahoe Ave., Boulder; Grand Junction High School, 1400 N. Fifth St., Grand Junction; Wasson High School, 2115 Afton Way, Colorado Springs.

Few Colorado districts are as far along as Thompson, and many will begin considering local standards this week as they study the proposed state standards.

A council appointed by Romer unveiled a first draft last March. The 200-page document opened a planned year-long public discussion of what Colorado children should learn in school.

About 3,000 copies were distributed to school board presidents, district superintendents, accountability committees, parent groups and other members of the public. Citizens were invited to fill out a two-page response form for each of 36 standards. The council received 700 to 1,300 responses in each subject area. Based on those, it revised the original draft and the new document will be the focus of the upcoming meetings.

The latest draft puts more emphasis on asking students to use correct grammar, punctuation and spelling; it also includes more references to important events of U.S. history and fewer to changing gender roles in history.

Some respondents wanted more specifics, such as lists of books that students should read. The state constitution, however, forbids the state to tell local school districts what textbooks or curriculum to use.

The standards are intended only as guidelines.

"When we're talking about food, we set nutritional standards, but they are separate from the menu. So academic standards aren't the same as curriculum," says Henry Heikkinen, a member of the standards council and professor at the University of Northern Colorado at Greeley.

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CASE STUDY: Cabot, Vermont

The small, rural school system of Cabot, Vermont has only 260 students in grades K-12. But the citizens and educators decided that their students deserved high standards to ensure that everyone received a quality education.

"We asked ourselves, if we could have any school we wanted, what would we do?" Principal Marge Sable said. "And then we did it."

Residents of Cabot reached the general consensus that students must be prepared for a different century than that of their teachers and parents. So the school system eliminated requirements that students take a certain number of courses in each subject, replacing them with 12 standards for each two-year sequence. Students now must demonstrate proficiency for each standard.

The community and teachers cooperated in developing these standards. First, seven committees of community members developed the 12 categories of standards. Then, teachers in each grade wrote the specific standards and assessments in each category appropriate to their students.

Students quickly adapted to the new requirements. Principal Sable told of a fourth grader who refused to turn in a paper until she was ready. "I'm not handing in my paper yet," the child said. "It's not on standard."

While Cabot also received help from the National Alliance for Restructuring Education, the standards were developed by community members and local educators. The Goals helped Cabot develop its agenda and helped validate the work done by the committees. They became part of the community's own action plan that used the local standards to determine the level of students' work relative to the Goals.

(For more information, contact Marge Sable, principal, Cabot School (802) 563-2289)

CASE STUDY: Cincinnati, Ohio

Standards-setting in Cincinnati takes place in the context of broader school reforms. Guided by teacher recommendations for reform and a study conducted by the Cincinnati Business Committee (CBC), the Cincinnati Public School district demonstrated its commitment to reform by raising academic standards, reducing bureaucracy, and freeing up money and services for the district's 2,700 classrooms. The district has increased graduation requirements, eliminated social promotions, and instituted one of the toughest No Pass/No Play policies in the country. The Cincinnati Board of Education adopted a strong student discipline policy that has received national attention. The district's new promotion standards were implemented in the 1993-94 school year, and the new Mayerson Academy offers full-service training and development for principals, teachers, and other staff.

Teacher professionalism is another hallmark of Cincinnati's school reform. The school district and the Cincinnati Federation of Teachers have implemented peer review, teacher career ladders, and professional practice schools to train new teachers in a clinical internship and shared leadership of instructional reform. Teacher-organized Curriculum Councils help maintain quality, filling the void left by the elimination of full-time supervisors. "Lead Teachers" play a variety of professional leadership roles.

The roots of reform in Cincinnati can be traced back to work of the Cincinnati Public Schools' Marking and Reporting Practices Committee. In 1989, this committee — comprised of teachers, administrators, parents, and one high school student — responded to a number of complaints from teachers and parents about low promotion standards for grades 7 and 8. Analysis of student failure data revealed that retention rates were 1% at grade 6 but 33% at grades 7 and 8. The following year, the district administered the Ohio Proficiency Test, newly required for graduation to the ninth grade class. Only 23% of the students passed all four tests (reading, writing, citizenship, and mathematics). These factors led the committee to recommend a performance-based system for promotion.

In establishing performance standards, the district relied on the results from Ohio's Proficiency Test Program. These assessments were based on newly revised curricula in reading/communication, arts, and mathematics. Community attention had been focused on the district's dismal failure record for the first administration of the proficiency tests. The movement to a performance-based system became the basis for the district's systemic reform of education as reflected in its long-term and comprehensive plan to improve Proficiency Test scores.

After establishing Proficiency Test standards for exiting grade 8 students, the committee worked downward and established exit standards at grades 6 and 3. Thus, exit requirements for promotion were eventually established for three benchmark years. District-developed assessment instruments (both paper-pencil and performance) were mandated as the means for determining students' proficiency in meeting exit requirements. These assessments are now given twice a year to all students.

Intensive training efforts were undertaken for the new performance-based system, including monthly meetings with K-8 principals and lead teachers, videotaping for teachers and parents, meetings with individual school staffs, and several districtwide teacher in-service sessions.

With Phase 1 of implementation under way, teachers are promoting children in June 1994 only at grades 3, 6, and 8. In the remaining grades, students are being placed wherever their needs can best be met. Some may be placed at one grade for reading and another for mathematics. Movement from grade to grade can occur at any point in time. Schools are encouraged to restructure themselves into multi-age organizations. Eighteen of sixty-four elementary schools have adopted some form of multi-age education for 1994-95.

In August 1994 teachers will receive protocols or contexts for judging students' proficiency in the performance arena. Shortly thereafter, audit teams (teams of teacher evaluators) will be implemented to establish reliability and validity for performance scores.

The most difficult part of moving to a performance-based system is gaining community consensus on what the standards should be. The Ohio Proficiency Test provided the district with a vehicle for avoiding a long, difficult debate in the community. Scores were miserably low; students had to pass the test for graduation; parents and community were concerned and wanted answers. The time had come for systemic reform in education. Performance standards formed the infrastructure for change.

Performance standards were communicated to parents and public both at the district and school level. The district included parents on the development team, held a series of public meetings in different areas of the city over a two-year period to discuss the standards, and sent mailers to all parents' homes. They also provided schools with two videotapes about the new system, one directed to teachers, the second directed to parents. Principals communicated with parents through school newsletters, and parent/teacher conferences included the performance standards ratings.

The media's attention was at first difficult to obtain. The *Cincinnati Enquirer* published one article about the new promotion system. Public access television aired a show devoted to a panel of teachers and administrators answering questions about the new system from the interviewer and viewers calling in. However, once the numbers of retentions and students eligible for summer school became available, both print and electronic media became very interested and coverage has increased markedly.

(For more information, contact Tom Mooney, President, Cincinnati Federation of Teachers, (513) 961-2272 or Kathleen Ware, Cincinnati Public School, (513) 369-4803.)

Standards and Assessments: Mathematics Blaze the Trail

In mathematics, some pioneering developments are reshaping what goes on in the classroom. Consider the fourth grade students who have been learning mathematics since kindergarten. In a typical classroom their exposure to geometry would consist largely of learning geometric shapes —- triangles, squares, circles, etc. However, in a classroom with a curriculum enriched by content standards developed by the National Council of Teachers of Mathematics (NCTM), much more would be expected.

Consider what NCTM says students in grades K-4 should know about geometry and spatial sense. They should be able to:

- Describe, model, draw, and classify shapes;
- Investigate and predict the results of combining, subdividing, and changing shapes;
- Develop spatial sense-- an intuitive feel for one's surroundings and the objects in them;
- Relate geometric ideas to number and measurement ideas; and
- Recognize and appreciate geometry in their world.

Why is spatial sense an important thing for a young person to learn? According to the NCTM, "spatial understandings are necessary for interpreting, understanding, and appreciating our inherently geometric world... children who develop a strong sense of spatial relationships and who master the concepts and language of geometry are better prepared to learn number and measurement ideas as well as other advanced mathematical topics. Experiences that ask children to visualize, draw, and compare shapes in various positions will help develop their spatial sense."

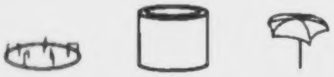
Now we have a clearly articulated standard, something we want children to be able to do, and an understanding of why it is important for a fourth grader to learn. But how do we assess student progress toward this objective? What curriculum supports this standard?

One example comes from the Mathematical Sciences Education Board (MSEB) of the National Research Council. In their book, *Measuring Up: Prototypes for Mathematics Assessment,* MSEB developed several exercises to measure a fourth grader's progress toward the fourth grade math standards developed by NCTM. This assessment task measures a student's understanding of relative positions of objects and how it affects what she or he sees.

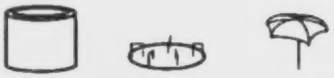
Working on the following task would allow students to demonstrate that they can visualize objects from other viewpoints, deduce information from a map, and communicate results to others. The exercise illustrates several of the NCTM standards. There is no rote memorization, no cut-and-dry drill. And there is an added bonus— most students consider this exercise fun, so they become engaged in learning mathematics.

Mathematics Assessment continued

James rented a boat to row in the pond around the playground. On the playground there are three pieces of equipment— a play fort, an umbrella, and a merry-go-round. Find James in his boat, and imagine how the playground looks to him.



1. James rowed around the pond for a while. When he looked at the playground a second time, the fort was on the left, the merry-go-round was in the middle, and the umbrella was on the right. Figure out where James was when he saw the playground this way.



[James was at the top of the map.]

2. James really enjoyed rowing, so he paddled some more and came to the spot marked C on the map. Draw the fort, the umbrella, and the merry-go-round to show how the playground looked to James from the spot marked C.

[The umbrella is on the left, the merry-go-round is in the middle, and the fort is on the right.]

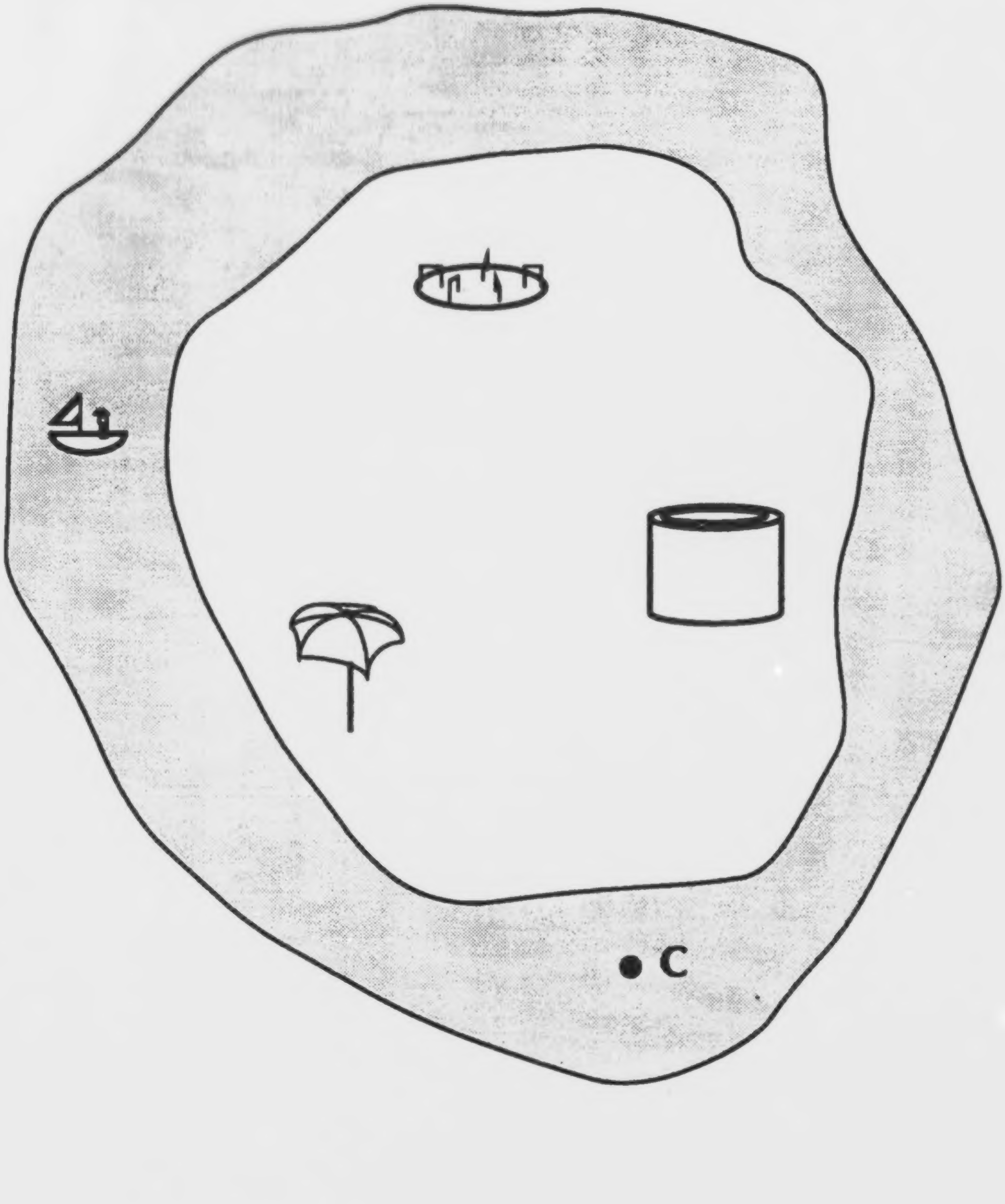
3. James kept rowing and came to a spot where he could no longer see the umbrella, only the fort on the left and merry-go-round on the right. Draw a dot on the map to show where James was.

[He could be in one of two places at this point -- so that either the fort or the merry-go-round blocks his line of vision to the umbrella.]

4. Do you think James could row to a spot on the pond where he sees the fort on his left and the umbrella on his right, but he can't see the merry-go-round? Explain how you know.

[There are several correct answers to this problem. The key is that the response needs to be well reasoned. The most obvious response is that any position that would leave the fort on James's left and the umbrella on his right would not place either of those objects in the line of vision of the merry-go-round.]

From *Measuring Up: Prototypes for Mathematics Assessment*, Mathematical Sciences Education Board of the National Research Council, published by the National Academy Press.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MATHEMATICS

Grade 12 Sample Items from the 1992
National Assessment of Educational Progress

EASY ITEM

If k can be replaced by any number, how many different values can the expression k + 6 have?

A None   B One   C Six   D Seven   E **Infinitely many**

- Average percentage of easy items answered correctly by 12th graders at each achieve ment level in 1992.[1]

Basic = 82%   Proficient = 94%   Advanced = 97%

MODERATE ITEM

Raymond must buy enough paper to print 28 copies of a report that contains 64 sheets of paper. Paper is only available in packages of 500 sheets. How many whole packages of paper will he need to buy to do the printing?

Answer: 4

- Average percentage of moderate items answered correctly by 12th graders at each achievement level in 1992.[1]

Basic = 56%   Proficient = 84%   Advanced = 93%

CHALLENGING ITEM

If $f(x) = 4x^2 - 7x + 5.7$, what is the value of $f(3.5)$?

Answer: 30.2

- Average percentage of challenging items answered correctly by 12th graders at each achievement level in 1992.[1]

Basic = 30%   Proficient = 62%   Advanced = 83%

VERY CHALLENGING ITEM

This question requires you to show your work and explain your reasoning. You may use drawings, words, and numbers in your explanation.

One plan for state income tax requires those persons with income of $10,000 or less to pay no tax and those persons with income greater than $10,000 to pay a tax of 6 percent only on the part of their income that exceeds $10,000. A person's effective tax rate is defined as the percent of total income that is paid in tax. Based on this definition, could any person's effective tax rate be 5 percent? Could it be 6 percent? Explain your answer. Include examples if necessary to justify your conclusions.

- Average percentage of very challenging items answered correctly by 12th graders at each achievement level in 1992.[1]

Basic = 9%   Proficient = 31%   Advanced = 62%

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[1] *Note: The National Assessment Governing Board created three achievement levels depicting overall student performance: basic, proficient, and advanced. The figures above do not include the 36% of all students failing to reach the "basic" level of performance.*

READING

Grade 4 Sample Reading Items From the 1992 *National Assessment of Educational Progress*

The passage is an informative article about how Amanda Clement became the first paid woman umpire on record.

EASY ITEM

What obstacle did Mandy overcome in her baseball career?

A The players did not respect her.

B Baseball was not popular in Iowa

C Girls did not typically take part in sports.

D She did not have very much experience at baseball.

- Average percentage of easy items answered correctly by 4th graders at three achievement levels in 1992.[1]

  Basic = 80% Proficient = 91% Advanced = 95%

MODERATE ITEM

Write a paragraph explaining how Mandy got her first chance to be an umpire at a public game.

- Average percentage of moderate items answered correctly by 4th graders at three achievement levels in 1992.[1]

  Basic = 61% Proficient = 81% Advanced = 92%

CHALLENGING

Give three examples showing that Mandy was not a quitter.

- Average percentage of challenging items answered correctly by 4th graders at three achievement levels in 1992.[1]

  Basic = 40% Proficient = 62% Advanced = 81%

VERY CHALLENGING

If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know.

- Average percentage of very challenging items answered correctly by 4th graders at three achievement levels in 1992.[1]

  Basic = 19% Proficient = 35% Advanced = 57%

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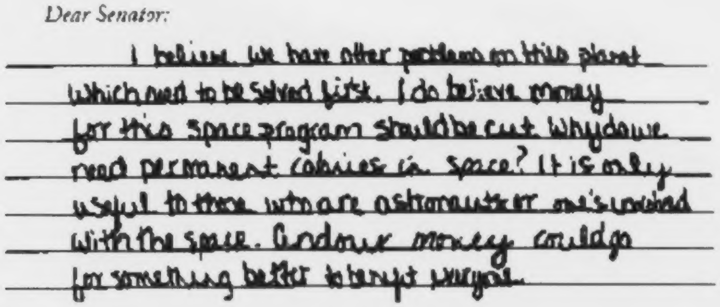
[1] ***Note:** The National Assessment Governing Board created three achievement levels depicting overall student performance: basic, proficient, and advanced. The figures above do not include the 41% of all students failing to reach the "basic" level of performance.*

WRITING

Grade 11 Sample Writing Assignments from the 1988 National Assessment of Educational Progress

The "Space Program" assignment asked 11th graders to adopt a point of view about whether or not funding for the space program should be reduced, and to write a letter to their senators explaining their position.

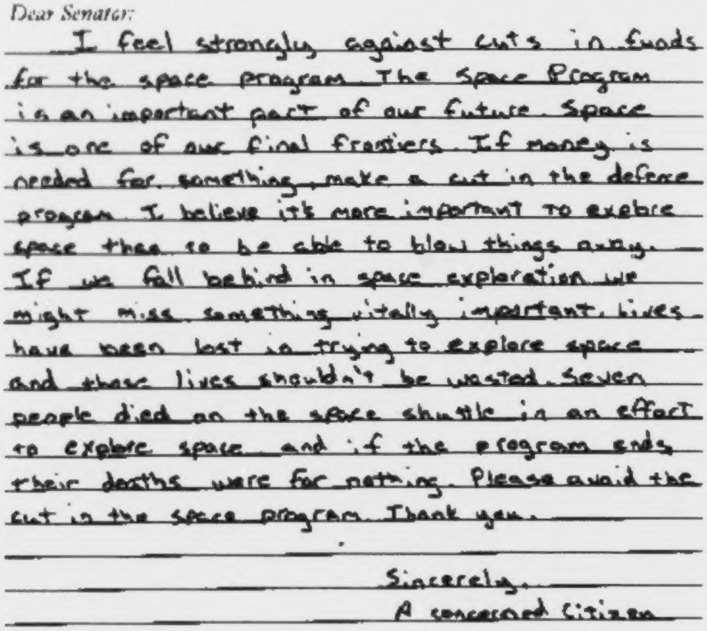
About 75 percent of 11th graders provided either "unsatisfactory" or "minimal" answers. An example of a minimal response appears below.



Dear Senator:

I believe we have other problems on this planet which need to be solved first. I do believe money for this space program should be cut. Why do we need permanent colonies in space? It is only useful to those who are astronauts or one's involved with the space. And our money could go for something better to benefit everyone.

Only about one in four 11th graders provided "adequate" answers, such as the one below.



Dear Senator:

I feel strongly against cuts in funds for the space program The Space Program is an important part of our future. Space is one of our final frontiers. If money is needed for something, make a cut in the defence program. I believe it's more important to explore space than to be able to blow things away. If we fall behind in space exploration we might miss something vitally important. Lives have been lost in trying to explore space and these lives shouldn't be wasted. Seven people died on the space shuttle in an effort to explore space and if the program ends their deaths were for nothing. Please avoid the cut in the space program. Thank you.

Sincerely,
A concerned Citizen

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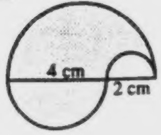
MATHEMATICS IN JAPAN

Four Sample Problems From A Grade 7 Mathematics Textbook Used in Typical Japanese Classrooms

1. The following figures are combinations of sectors and rectangles. Find the perimeter and area of the shaded portions.

①



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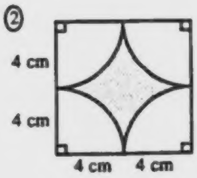

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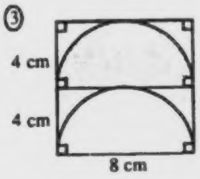
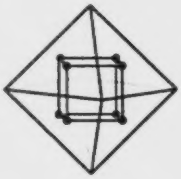
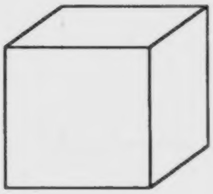


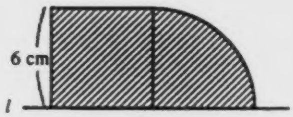
2. A certain quantity of fuel will last 30 hours if we use it at a rate of 0.2 liters per hour. If we let x liters represent the amount consumed every hour and y hours the time, express y in terms of x. Further, when the value of x ranges from $0.5 < x > 2$, find the range of values of y.

3. The figure at the left is a cube formed by connecting points in the middle of the faces of a regular octahedron. What type of geometric solid will be formed if we do the same thing in a cube? Figure this out using the figure at the right.





4. The shaded figure at the right combines a square and a sector. Find the volume and the total area of the solid of revolution formed by revolving this shaded figure about the axis of line l.



From *Grade 7 Mathematics*, © 1984 by Tokyo Shoseki Co., Ltd. English translation, © 1992 by The University of Chicago. Reproduced with permission of The University of Chicago.

What Can the *Goals 2000: Educate America Act* Do For Your Community?

The *Goals 2000: Educate America Act* is an ambitious initiative that provides support and financial resources to help states, communities, and schools develop comprehensive and long-term education improvement plans. In addition, Goals 2000 allows state education agencies to apply for waivers of certain federal requirements that may impede progress on education reform.

Participating states will use Goals 2000 funds as "venture capital" or "seed grants" to develop comprehensive education improvement plans based on world-class standards and high expectations for all students. The Act holds states accountable for monitoring progress toward implementing these plans, and requires them to implement procedures, consistent with state law, to improve schools that are not meeting the content standards that the state develops or adopts. Goals 2000 funds may be used to develop, adopt, or implement state content and student performance standards and state opportunity-to-learn standards or strategies.

- The Act stipulates that during the first year, at least 60% of the state funds will be awarded to local school districts interested in developing or refining their school improvement plans and programs for the professional development of educators. During succeeding years, a state must use at least 90 percent of its Goals 2000 allotment for subgrants to local districts.

- The lion's share of support under Goals 2000 goes to individual schools. Seventy-five percent of school district funds in the first year, and 85 percent in subsequent years, must go to support the improvement efforts of individual schools.

- Congress has appropriated $105 million for Goals 2000 for fiscal year 1994 — available July 1, 1994. President Clinton has asked Congress for $700 million in his 1995 budget proposal.

In order to participate in Goals 2000, state education agencies will need to submit an application that will describe the process by which the state will develop an improvement plan and show how it will use the funds received, including how the subgrants will be made to local school districts.

GOALS 2000: KEY ELEMENTS OF REFORM

The U.S. Department of Education has developed a framework for reform that includes ten areas where your school community and schools district should aim to make changes. You may want to consider these as you plan your local reform campaign.

1. ***Teaching and learning, standards and assessments***. What are we doing to raise expectations for every child? Are we improving the curriculum, instructional materials, professional development, student assessment, use of technology, and more? Is our state developing high standards in core subjects, and are our improvements in teaching and learning directed at helping all children reach those high standards? Are we creating time for teachers to share ideas?

2. ***Opportunity-to-learn standards or strategies and program improvement accountability***. Are all our students getting quality instruction? Do all our teachers participate in quality professional development? Are all our schools safe, disciplined, and drug-free? How do we help low-performing schools?

3. ***Technology***. How are our teachers and students using technologies? What is our plan for helping them use technologies more powerfully? Is our planning related to technology integral to, and integrated with, our work to move all children toward high academic standards?

4. ***Governance, accountability, and management of schools***. Does each school have the authority and capacity to make its own decisions about staffing, budgets, and other issues? Does each school have strong leadership? Does our school district have a coherent system for attracting, recruiting, preparing and licensing, evaluating, rewarding, retaining, and supporting teachers, administrators, and other school staff? Is this system tied to high academic standards? Do we provide incentives for students, teachers, and schools to work hard and reach high levels of performance? Are we encouraging schools to seek waivers from rules and regulations that stand in the way of excellence?

5. ***Parent and community support and involvement***. Are we taking steps to help families so that all children enter school ready to learn? Are we improving communication between school and home? Are we creating a "whole community" partnership to improve teaching and learning? Are we enlisting partners throughout the community — grandparents and senior citizens, employers and volunteer groups, libraries and community colleges, churches and media, social service agencies and law enforcement, and others? Are we reporting regularly to the community about our progress?

6. ***Making improvements system-wide***. Are we encouraging innovation — and making time for planning it — in every school? Are we providing opportunities for all teachers and school staff to learn and continuously improve instruction? Are there vehicles by which teachers and principals can share ideas and models — newsletters, computer networks, and conferences?

7. ***Promoting grass-roots efforts***. Does our local school district respond to the needs and experiences of parents, teachers, students, business leaders, and other community members?

8. ***Dropout strategies***. What are we doing to help all schools become places where learning is meaningful, and where all students feel they belong? Do we reach out to students who have left school, and invite them to earn their diploma through a range of educational options?

9. ***Creating a coordinated education and training system***. Does our community have programs to help students make the transition from school to work? Are these programs designed to move participating students towards high academic standards, as well as prepare them for careers? Are these programs built around a multi-year sequence of learning at work sites and at school — learning that is connected and coordinated?

Building Linkages Between School and Work:
The School-To-Work Opportunities Act

In May of 1994 the *School-To-Work Opportunities Act* became law. It recognizes the need to create structured systems of school-to-work transition so that more young Americans will be prepared for high-skill, high-wage careers, and more businesses will obtain the trained workers needed to stay globally competitive.

Of the 100 million dollars made available during the first year of the Act (1994), 90 percent is earmarked for grants to states and local communities. The President has requested $300 million for fiscal year 1995, at least 90 percent of which is again earmarked for grants.

ELEMENTS OF THE GRANT PROGRAM

Grants under the Act are of five types:

- **State development grants** are designed to enable states to develop comprehensive statewide School-To-Work Opportunities plans. Examples of specific activities include identifying or establishing broad-based partnerships, from among such groups as employers, labor, education, government, and community organizations; and designing challenging curricula.

- **State implementation grants** are competitively awarded to states that can demonstrate that they are ready to begin full-scale implementation of the statewide plan. Purposes of these grants might include recruiting employers to participate in local work-based student learning initiatives, and training teachers, employers, workplace mentors, counselors, and others in implementing such programs. Selected states must award at least 65 percent of these grant funds to local partnerships.

- **Local partnership grants** are competitively awarded direct grants to local partnerships that are ready to implement local School-To-Work Opportunities initiatives. Partnerships may include employers, public secondary and postsecondary educational institutions or agencies, labor organization or nonmanagerial employee representatives, as well as other appropriate entities.

- **Grants to local partnerships serving high-poverty areas** are competitively awarded to high-poverty urban and rural areas developing or implementing School-To-Work Opportunities programs.

- **Grants for Native American Youth** will support School-To-Work Opportunities programs in the U.S. territories and for Native American youth.

KEY QUESTIONS FOR YOUR COMMUNITY

- Consider these questions as starting points for discussion as you develop School-To-Work Opportunities initiatives in your local community:

- What relationship currently exists in your state/community between workplace and classroom-based training? How might this change to improve school-to-work linkages?

- What are your views on the appropriate roles and responsibilities for business, education, and government as workforce development partners?

- How can business and education work more closely together at the local level to adjust standards and curricula and assure that workforce training is up-to-date and relevant?

- How can different levels of government best serve as catalysts for workforce development and portability of skills? What roles should federal, state, and local governments play and how should they be articulated?

- To what extent are current and future workers able to move back and forth between vocational and academic paths? Between workforce training and higher education?

- What types of dialogue need to take place in your state/community to improve school-to-work transition? What must happen to ensure that those discussions take place and have meaningful results?

(Questions prepared by the National Association of State Directors of Vocational Technical Education Consortium.)

Common Concerns about Goals and Standards

Community residents may express concerns about standards and the National Education Goals. But as they begin to understand that they are in charge of setting Goals and adopting standards — that Goals and standards are voluntary and flexible — their concerns often dissipate or disappear entirely. In fact, many may come to see the value of these efforts and switch from being opponents to advocates. Following are some of the common concerns expressed about Goals and standards and suggested responses.

Concern: The National Education Goals are "pie-in-the-sky" and unrealistic.

Suggested Response: The Goals and standards are targets for communities to meet. They challenge Americans to direct their resources and efforts towards clearly defined objectives. They are designed to be ambitious, to spur the greatest possible achievement, to galvanize political will, and paint pictures of excellence that enrich public understanding and commitment and inspire grass-roots reform to safeguard our citizenry from economic and social hardships.

Impossible, you might say. The problem is too big, our rate of progress too slow. Doubters would be wise to reflect for a moment on the many other aspirations which seemed unattainable. Remember the four-minute mile? We never thought that goal would be reached. What about the sinking feeling that came with the launch of Sputnik and the vow, which followed, to put a man on the moon.

In another day and age, many people thought that these statements were ludicrous and unrealistic. "Nice idea," they mused, "but... come on!" Yet in large measure, because we focused on a clearly articulated result to achieve and directed our effort and resources accordingly, our hopes and dreams became reality. Progress toward the National Education Goals will take the same sense of purpose, the same dedication, hard work, and national pride.

Concern: The Goals are part of a top-down plan to put schools under federal control.

Suggested Response: The Goals define a common vision and establish education as a national priority, offering an alternative to national control or even a national curriculum. They challenge each community to determine how it may best achieve that vision. National Education Goals, and the process of setting local education goals, allow those who know the children best — the parents, teachers, and community members — to decide what is needed to achieve more and reach higher standards.

This philosophy is clearly embodied in the *Goals 2000: Educate America Act* which states: "Nothing in this Act shall be construed to authorize an officer or employee of the federal government to mandate, direct or control a state, local education agency or school's curriculum, program of instruction or allocation of state or local resources or mandate a state or any subdivision thereof to spend any funds or incur any costs not paid for under this Act."

Common Concerns continued

Concern: We already have national educational standards.

Suggested Response: While we have *mandatory* national standards for everything from the quality of the meat we eat to the amount of lead in gasoline, we don't even have *voluntary* national standards for education.

Market forces that drive design and adoption of national standardized tests and textbooks set certain de facto "standards." But they are far too low and fall short of defining or measuring the body of applied knowledge, skills, or work habits required of citizens in the modern economy.

Concern: National standards are being written by Washington bureaucrats who know nothing about the schools in my community.

Suggested Response: Voluntary national standards are being drafted by subject specialists from around the country who are relying on guidance from local educators and community residents. The standards for math were developed by the National Council of Teachers of Mathematics. The standards for history are being developed by the National Center for History in the Schools at UCLA. Science, English, foreign language, and art standards are similarly being drafted by groups of teachers, curriculum designers, and subject specialists and are open to public review and advice. In addition, many states are developing standards that can be used to enrich local reform initiatives.

Concern: National standards will weaken local control over schools.

Suggested Response: The standards are national in the sense that they reflect the consensus of people nationwide, not in the sense that they are controlled or directed by the federal government. Their use is entirely voluntary, and they will stand or fall on the basis of state and local acceptance.

Concern: National standards will lead to standardization and a national curriculum.

Suggested Response: Standards do not mean standardization. Holding all students to the same high standards does not mean teaching them all the same thing in the same way, reducing local discretion, or stifling the creativity of teachers. To the contrary, standards offer a clear understanding of expectations that can validate and liberate creative educators to invent a variety of methods to attain the standards. This is one reason why it is so important to keep standards focused upon a limited set of knowledge and skills of enduring importance.

Common Concerns continued

Concern: Standards will hurt poor and disadvantaged students.

Suggested Response: To hold students from different socioeconomic backgrounds accountable to different standards is to hold their futures hostage and to perpetuate inequalities. How much equity is there in having superlative expectations and high standards for one group of students and low expectations or inferior curricula for others? Imagine the horror of using tough tests for one kind of community or student and easy tests for another. That is about as equitable as setting different passing scores for different groups in society!

Without high standards for all, it can be perniciously easy to justify the status quo. While some students from privileged backgrounds can and do muddle relatively unscathed through schools of indifferent quality, it is the least advantaged students and the schools serving them that will gain the most by having explicit standards.

Disadvantaged students deserve as much opportunity to learn challenging subject matter as students from wealthy families. We should not insult them or allow them to become disengaged from learning because the curriculum has been watered down.

Concern: Standards will present barriers that hold back our top students.

Suggested Response: Voluntary national standards will be based upon high levels of mastery, not minimum competencies. The purpose of standards-based reform is to include everyone in deeper understanding of the most important and enduring knowledge and skills. To succeed, the nation must raise achievement at all levels — from our top performers to those most lacking in basic knowledge and skills.

Students will vary in their performance on the standards to which all are held. There will be advanced levels of study and achievement that build upon the sound foundation of those standards held for all. An index of success will be the wider attainment of high levels of performance among our top and our lowest achievers and those in between. Aesop recognized that a persistent tortoise can achieve its goal before an easily diverted hare, but just think what a persistent hare can achieve!

Concern: Standards can't be both "world-class" and uniquely "American."

Suggested Response: While some worry that striving for internationally competitive levels of achievement may make U.S. education less "American," nothing could be more uniquely American than setting clear and ambitious standards based on a consensus of the knowledge and skills necessary to participate fully in a pluralistic society and meet the challenges of the global marketplace. Without such agreement, the lifeblood of U.S. democracy can run dry. Nor could any reform be more ideally suited to ensuring that all students have the opportunity to learn to their highest levels.

The United States has a long and proud history of local control in education, with over 16,000 highly autonomous, independently governed school districts. Although the need for standards-based reform is national, it must be implemented — indeed, invented — on the local level. Schools and communities from places as different and far from each other as Pasadena or Philadelphia will plot their own road map to achieving the Goals — using standards as guiding stars to plot their course of action.

Essential Steps in the "Goals Process"

1) Adopt the National Education Goals or similar goals that reflect high expectations for all and cover the entire breadth of focus from prenatal care to lifelong learning.

2) Assess current strengths and weaknesses and build a strong accountability system to regularly measure and report on progress toward goals over time.

3) Set specific performance benchmarks to mark progress along the way and guide the change process.

4) Identify barriers and opportunities to goal attainment in the many systems that support teaching and learning.

5) Create and mount strategies to overcome barriers, seize opportunities, and meet the performance benchmark.

6) Make a long-term commitment to continuously evaluate accomplishments and shortcomings in meeting the community goals and be willing to modify your strategy as needed.

COMMUNITY ORGANIZING GUIDE

COMMUNITY ORGANIZING GUIDE

National Education Goals Panel Members: 1993-94

Governors

John R. McKernan, Jr., Maine, Chair (R)

Evan Bayh, Indiana (D)
Arne H. Carlson, Minnesota (R)
Jim Edgar, Illinois (R)
John Engler, Michigan (R)
Michael Leavitt, Utah (R)
E. Benjamin Nelson, Nebraska (D)
Roy Romer, Colorado (D)

Members of the Administration

Carol H. Rasco, Assistant to the President for Domestic Policy (D)
Richard W. Riley, Secretary of Education (D)

Members of Congress

U.S. Senator Jeff Bingaman, New Mexico (D)
U.S. Senator Thad Cochran, Mississippi (R)
U.S. Representative Dale E. Kildee, Michigan (D)
U.S. Representative William F. Goodling, Pennsylvania (R)

State Legislators

State Representative Anne Barnes, North Carolina (D)
State Representative Spencer Coggs, Wisconsin (D)
State Senator Robert T. Connor, Delaware (R)
State Representative Doug Jones, Idaho (R)

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- Sign-Up Sheet
- Survey Tips
- CASE STUDY: Omaha 2000
- Sample Survey
- Elements of Systemic Reform of K-12
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- CASE STUDY: Allegheny Policy Council
- CASE STUDY: Lehigh Valley 2000
- Community Organizing Tips
- Business and Labor Leaders' Checklist
- Parents' Checklist
- Educators' Checklist
- CASE STUDY: Edmonds, Washington

INTRODUCTION

By now you have opened the Toolkit and seen the hardware (and software) available to help communities improve education and reach the National Education Goals. Now what? Where do you begin?

A community campaign to achieve the Goals and reform education can start with one person — one committed individual who believes that improving the education system is an important endeavor. In your community that person may be you. This doesn't mean one individual can or should take on this task alone. The challenges facing our education system today are incredibly complex. Preparing learners of all ages for the next century will require a long-term commitment and the sustained effort of a number of individuals from every sector of the community.

In some communities, efforts to improve the education system have been in place for years. In others, the conversation has not yet begun. This guide includes tools that communities can use no matter where they are in the process. Whether your community is taking a first step or the tenth step, building a long-term commitment will require careful thought and well-planned action.

Every effective campaign, like every effective business venture, must have a well-designed action plan. In the business world, this is called strategic planning, a process that helps companies define and accomplish their objectives.

Some think it is impossible to prepare for the future because it is so unpredictable. Good planners, however, know that you can influence the future by taking decisive, proactive steps. The most successful U.S. car manufacturers are succeeding today because they anticipated and planned for the long term. They took the steps necessary to reduce their erosion in market share by manufacturing smaller, better performing, more fuel-efficient cars.

Your community can succeed in improving the education system and ensuring that students are prepared to compete in a global economy. But it requires proactive and decisive behavior. You must have a community strategy — an action plan that can guide your community towards accomplishing your goals and building a lasting commitment to improving the educational system. Each community action plan will be a road map to keep the focus on goals, help direct actions towards the people or institutions that can provide the desired results, and ensure that there are ways to measure success.

A Community Action Plan is not a static document; rather, it summarizes a process that a community can return to repeatedly in moving towards its goals. You will need to review and revise the plan continuously to ensure that each step takes your community closer to its goals.

Preparing learners of all ages for the next century will require a long-term commitment and the sustained effort of a number of individuals from every sector of the community.

This community organizing guide provides a systematic approach to action planning. It describes four steps to develop and implement a community action plan. The guide also includes information about key organizing techniques that can be used throughout your education reform efforts: developing organizational resources and troubleshooting.

This guide does not dictate a specific action plan. Every community's plan must be tailored to meet local needs. The only "correct" course is the one that works in your community.

CREATING A COMMUNITY ACTION PLAN TO REFORM EDUCATION: An Overview

This guide identifies four critical steps in creating a Community Action Plan for education reform. They are:

Step 1: Identify a Leadership Team

Before a business can manufacture a product, there must be individuals who see the need and have the desire and the vision to make the product. Similarly, before your community can develop an action plan, there must be a core team of leaders from a diverse cross-section of your community who acknowledge a need to improve the education system. This section provides suggestions on how to find the leaders in your community. It also includes a checklist of likely candidates — partners for your effort.

Step 2: Develop a Common Vision

After a core team of leaders has been assembled, it is time to move from individual recognition that there are things that need to be changed in the education system, to a community vision for where the community wants and needs to be. It is unlikely that every person on the team will agree on the things that need to be changed. Some may think that fine-tuning is necessary. Others may think that a major overhaul is in order. The goals of your campaign should reflect the concerns of the entire community. It will be important to ensure that in the process of developing a common vision, a broad cross-section of the community is involved.

The National Education Goals are a good starting point for evaluating the strengths and weaknesses of your educational system. The Goals can help your community ask the right questions. This section includes a detailed description of the *Goals Process* as an overarching framework for vision-building. Two specific vision-building tools are also discussed — holding *community meetings* and conducting *surveys*. Whatever tool is used, the key is to ensure that the process is **community-based**.

Step 3: Develop A Strategy

Once your team has developed a community consensus around a set of goals, it should develop a strategy to achieve them. There are five key elements to any strategy which answer the following questions: What are our specific short- and long-term goals? What resources are currently available for accomplishing them? Who will help and who will hinder our efforts? What people or institutions have the power to give us the results for which we are looking? And what action steps can we take to achieve these results? This section provides a systematic approach to answering these questions. It also includes a strategy chart that can be used to map out the various elements of a Community Action Plan.

Step 4: Implement the Plan and Evaluate the Results

Implementing the action plan will mean developing a timeline and measuring progress towards your goals. One important tool to help measure community progress is described in detail in the *Local Goals Reporting Handbook*.

Key Organizing Techniques:

The remainder of this guide provides information about two important organizing techniques that might be useful throughout the planning process.

Developing Organizational Resources.

For education reform to be effective, the goals must be embraced by an ever-widening group in your community. Your team should identify the individuals it needs to continue to influence policymakers; it must also identify long-term sources of financial resources that can be brought to bear during the campaign. This section provides hints for expanding the base of support for reform, and places to look for funding.

Troubleshooting.

Even as you are expanding the base of support, it will be important to be aware of the opposition. Keep an eye out for your opponents, respect their opinions, and try to explain yours. Understand the process of inclusion.

Whatever road map your community chooses to follow, remember that every step of the process requires communication. Communicate goals, priorities, and tactics thoughtfully and respectfully. Appeal to the concerns of allies and defend your position to critics. Careful, strategic communication and outreach to wider circles of people in your community will be an ongoing, long-term job. The *Guide to Getting Out Your Message* provides ideas about how your community team cam communicate effectively.

STEP 1:
IDENTIFY A LEADERSHIP TEAM

STEP 1: IDENTIFY A LEADERSHIP TEAM

The people who lead the community campaign to reform education will give it inspiration, drive, and momentum. They will set the groundwork for a long-term reform strategy. This is a task that requires numbers of committed people, but it must start with a core team. In some communities a core team of leaders is already in place. In others the current team may be one or two concerned citizens. Whatever the situation, the most important qualification for membership on the leadership team is a desire to improve the education system.

Perhaps the best way to identify possible partners is to look at who has a stake in education. Who gains when local education works well? Who loses when it doesn't? While students and parents have the most to gain and lose, educators come in a close second — make sure they are actively involved from the very beginning. They are not the only stakeholders, however. There are likely candidates for leadership in every community: the curriculum development director for the school district, school guidance counselors and other pupil service personnel, members of the PTA, the president of the Chamber of Commerce, the president of the local teachers union, and members of the social action committee of a local church or synagogue. Anyone willing to take on the issue of education reform and remain committed is a good candidate for leadership.

Remember, it will not be possible to sustain reforms of the educational system without broad-based community ownership of the reform efforts. Inclusiveness is not just a goal, but a process requirement.

Keep in mind the characteristics of individuals and the needs of the community. Leaders should command respect and be able to speak about the issues that are most important to the community, whether it's the shrinking local job market or a lack of quality child care.

It will also be important for the leadership team to work at working together. The community campaign will be most effective if the leadership team is really a "team." There are a number of guides and organizations which provide training and support for team building. Several suggestions are listed in the *Resource Directory*.

Remember, it will not be possible to sustain reforms of the educational system without broad-based community ownership of the reform efforts. Inclusiveness is not just a goal, but a process requirement.

CHECKLIST OF LIKELY CANDIDATES FOR THE LEADERSHIP TEAM

Education

- ☐ School board members
- ☐ PTA/PTO
- ☐ Superintendents
- ☐ Other administrators
- ☐ Principals
- ☐ Teachers
- ☐ Representatives of the teachers union
- ☐ Students
- ☐ Vocational/technical educators
- ☐ Higher education professors
- ☐ Adult education or literacy groups
- ☐ School guidance counselors

Business

Corporations:

- ☐ CEOs
- ☐ Human resources personnel
- ☐ Community affairs personnel

Other:

- ☐ Corporate foundations
- ☐ Chambers of Commerce
- ☐ Other business organizations
- ☐ Organized labor
- ☐ Plant managers
- ☐ Sales representatives

Community

- ☐ Community-based organizations
- ☐ Religious groups/leaders
- ☐ Social service/health agencies
- ☐ Child-care groups
- ☐ Foundations
- ☐ Volunteer groups
- ☐ Civic groups
- ☐ Job training groups
- ☐ Health care professionals
- ☐ Law enforcement
- ☐ Museums

Media

- ☐ Newspapers
- ☐ Television
- ☐ Radio

Elected Officials

- ☐ Municipal government officials
- ☐ Mayors
- ☐ State legislators

STEP 2:
DEVELOP A COMMON VISION

13

- Using the "Goals Process"
- Tools for Developing a Common Vision
- Holding Community Meetings
- Conducting Surveys

STEP 2: DEVELOP A COMMON VISION

It takes a whole village to educate a child.
— *African Proverb*

How do you begin to develop a community vision for improving education and reaching the Goals? If the goals of the community action plan are to reflect the concerns of the community, the process for developing the vision must include a cross-section of the entire community. Creating a cohesive vision from the diverse perspectives represented in a community is a difficult task.

USING THE "GOALS PROCESS"

The National Education Goals provide an important starting point for evaluating the strengths and weaknesses of the educational system — for building a consensus around needed educational improvements. A necessary first step to developing a common vision for education reform is making a commitment as a community to the *Goals Process* as a central reform framework. Using the *Goals Process* means:

- adopting the National Education Goals or similar goals that reflect high expectations for all and cover the entire breadth of focus from prenatal care to lifelong learning;
- assessing current strengths and weaknesses and building a strong accountability system to regularly measure and report on progress towards the goals over time;
- setting specific performance benchmarks to mark progress along the way and guide the change process;
- identifying the barriers to and opportunities for goal attainment in the many systems that support teaching and learning;
- creating and mounting strategies to overcome barriers, seize opportunities and meet the performance benchmarks; and
- making a long-term commitment to working towards the goals and continuously reevaluating your accomplishments and shortcomings and modifying your strategy as needed.

TOOLS FOR DEVELOPING A COMMON VISION

This section includes tips about two community-based processes for developing a vision: holding community meetings and conducting surveys. Many communities have used one or both of these tools to develop a common vision through a careful evaluation of the status quo. In addition to gathering information, holding community meetings or conducting community surveys should broaden the base of support for reform. Goals- and standards-based reform will require more than changes in the educational system. The reforms will only succeed if there are corresponding changes in the community's expectations. For information

Goals- and standards-based reform will require more than changes in the educational system. The reforms will only succeed if there are corresponding changes in the community's expectations.

on additional tools for broadening support for reform, see the *Guide to Getting Out Your Message*.

Whatever tools your community uses, start by **adopting rigorous goals that reflect high expectations for all learners.** Work through the National Education Goals, one by one, either at a community meeting or in developing a survey. Consider what it would take to reach the Goals and the objectives and ask the questions: Has my community met this Goal or this objective? and if not, why not? If the answer is that you don't know, or the information is not available to answer the question, then gathering information may be the first step for your community. Answering these questions will help your community identify where the educational system has room to improve and it will allow your team to set priorities for action. Remember not to let early disagreements stand in the way of making overall progress.

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The *Local Goals Reporting Handbook* includes additional questions your community can ask to determine how it is doing in relation to the National Education Goals, and suggestions about where to look for information. In addition, it provides a framework for community efforts to **assess current strengths and weaknesses, to build a strong local accountability system** and to **continuously evaluate accomplishments and shortcomings.**

The next section in this guide — develop a strategy — defines a process for **identifying barriers** and **developing strategies to overcome them**.

THE NATIONAL EDUCATION GOALS

Ready to Learn

By the year 2000, all children in America will start school ready to learn.

Objectives

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the U.S. will be a child's first teacher and devote time each day helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives

- The nation must dramatically reduce its school dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Objectives

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

continued next page

THE NATIONAL EDUCATION GOALS continued

Mathematics and Science

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Objectives

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training, and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in the U.S will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.

THE NATIONAL EDUCATION GOALS continued

- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Teacher Education and Professional Development

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.
- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives

- Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Holding Community Meetings

Convening a community meeting is an important way to facilitate the *Goals Process*. Community meetings allow you to start the conversation about what your community needs from its education system. The opportunity to talk about the current condition of your community's education system and where it should be headed can give everyone a personal stake in reforming the educational system. The meetings should include a broad range of people who can contribute their unique perspectives to the discussions. A community meeting can prove to be very beneficial. However, it will take careful prior planning if it is to be successful.

⑳ *The opportunity to talk about the current condition of your community's education system and where it should be headed can give everyone a personal stake in reforming the educational system.*

1. Setting Up a Location and Time for the Meeting:

The community meeting site should be accessible and familiar to as many people as possible. Schools, recreation centers, libraries, and the town hall are likely locations. The site should have enough room to accommodate a large number of people and also allow space for small groups to break out from the large group.

The time set for the meeting should be determined by the hour most likely to attract a good turnout. Early weekday evenings (around 7:00 p.m.) are usually the most promising. It's a good idea to contact key groups in your community who also sponsor events, such as the Chamber of Commerce, the school district, the PTA, and local service groups, to make sure the meeting will not conflict with other scheduled events. Ask those key groups to send a representative to the meeting, and notify their members about the meeting. Make sure to get phone numbers so you can call them to remind them to come.

Once you have set a location and time for the meeting, make sure to provide clear written directions to meeting participants. Make sure the meeting room is set up appropriately. You may want to arrange for a microphone and a loudspeaker system so that everybody attending will be able to hear the proceedings. You may want to arrange for someone to make a recording of the meeting and group discussions for later review.

2. Identifying Participants:

It may be useful to invite leaders from key organizations to act as spokespersons or to lead small discussion groups. Begin with the coalition of individuals and organizations that you have developed to get the community involved in improving education. That coalition should include representatives from at least these groups: parents, teachers, school administrators, representatives of the teachers union, religious leaders, local government officials, the local newspaper editor or publisher, business leaders, and representatives of local service and volunteer groups. Have a designated number of people personally responsible for bringing others to the meeting.

3. Getting the Word Out:

The *Guide to Getting Out Your Message* offers some useful materials and advice for letting people in your community know about local goals efforts. Everybody needs to know about the community goals meeting: when and where it will be held, what will be discussed, and why it is important to attend. Be clear about how many meetings it will take to develop the program. The more people understand the scope of the work, the fewer surprises there will be down the road.

Develop a flyer to distribute to community organizations and ask the schools to distribute it to teachers, students, and parents. Many local newspapers and radio stations have free community bulletin boards in which you can announce the meeting. Make sure to take advantage of these public service functions of the local media. Place an ad in the local newspaper. Fax or mail a press release to the education reporter at the local newspaper and the program managers at the radio and television stations, or call them. All materials you distribute should include the name of a contact person with a telephone number and an electronic mail address if they have one.

4. Developing an Agenda:

The agenda for your community goals meeting should be constructed in a way that galvanizes support for your mission and refines it where necessary. Make sure to involve the core group of leaders in developing the agenda. The agenda should make the goals of the meeting clear for every participant. Don't try to do too much at one meeting. You may need to have several.

5. Choosing a Facilitator:

An organized discussion about education reform will not happen spontaneously. It will be necessary to have a facilitator to help direct discussion around the issues related to the goals and the ways they apply to the community. The facilitator will need to encourage audience participation. He or she will need to ensure that no single person monopolizes the discussion and that shy people are encouraged to speak. The facilitator will bring discussions to a close and guide the audience to decisions about actions that need to be taken. Above all, your facilitator should have a good working knowledge of your community goals and the *Goals 2000: Educate America Act*, as well as the general needs and interests of the community. For more information about the *Goals 2000: Educate America Act*, see the U.S. Department of Education pamphlet, "Goals 2000: An Invitation to Your Community."

6. Developing Materials:

In addition to the flyers, posters, and news releases already mentioned, you should prepare copies of an agenda, a list of the National Education Goals and a description of the *Goals 2000: Educate America Act* for everybody attending (the National Education Goals and a description of Goals 2000 are included as handouts in this Toolkit). You may find it useful to prepare a facilitator's guide and a small-group moderator's guide as well. The guides can be made up from selected contents from this kit and should list questions and ideas that encourage discussions and development of plans based on the National Education Goals as described earlier.

It is also important to keep a record of everyone who attends any meeting you hold. Always have a sign-in sheet which asks for names, phone numbers, addresses, and electronic mail addresses. A sample sign-in sheet is included as a handout.

CHECKLIST FOR HOLDING A SUCCESSFUL COMMUNITY MEETING

Select a location that:

- ☐ Is familiar and accessible.
- ☐ Is accessible to persons with disabilities.
- ☐ Has large enough space for all who might attend.
- ☐ Has smaller rooms for break-out groups.
- ☐ Has visible, adequate parking.

Select a time that:

- ☐ Is convenient to most people — usually early evening.
- ☐ Does not conflict with other group meetings.

Set up the location, and provide:

- ☐ Clear directions to the site and specific rooms.
- ☐ Chairs or tables configured to make people comfortable.
- ☐ On-site child care if possible.
- ☐ Sign-up sheet, including phone numbers to keep track of everyone who attends.
- ☐ Agendas, or copies of materials available to all participants.
- ☐ Microphones or loudspeakers to ensure that everyone can hear.
- ☐ Tape recording of the meeting.

Ensure good turn-out for your meeting by:

- ☐ Contacting other community groups about the meeting.
- ☐ Including a meeting notice in the local paper either on a community bulletin board or through a paid advertisement.
- ☐ Asking your local radio station(s) to make a public service announcement.
- ☐ Posting notices in common locations.
- ☐ Asking your schools to distribute a flyer to students and parents.
- ☐ Making team members responsible for bringing others to the meeting.
- ☐ Calling people to remind them to come.

Set the process up to succeed:

- ☐ Have a clear agenda and goals to accomplish.
- ☐ Choose an experienced facilitator(s) to lead discussion.

Develop materials:

- ☐ Create an agenda that people can keep.
- ☐ Copy descriptions of the National Education Goals.
- ☐ Copy a description of the *Goals 2000: Educate America Act*.

Adapted from "What Communities Should Know and Be Able to Do About Education," Education Commission of the States, July 1993

Minnesota 2000 has developed a useful agenda for a community goals meeting:

SAMPLE AGENDA

I. Introductions

Identify all people who will be leading the meeting, as well as those who have helped put it together.

II. National Education Goals: An Overview

The facilitator of the meeting will provide a brief overview of the National Education Goals and their origin, then relate them to the meeting and the agenda.

III. Community Review of Goals

Participants will be given copies of the National Education Goals and then asked to turn to the six or eight people around them and discuss the question, "How do these Goals relate to our community?" This should take no more than 15 minutes. The facilitator will then ask for a couple of key points about each Goal.

IV. Setting Priorities for Discussion

Participants will decide which of the National Education Goals are most important to the community and identify any additional goals that have not been mentioned. The meeting facilitator will read the goals one by one and ask for brief comments from those who wish to speak. The final result: a list of community education goals.

V. Community Review of Goals in Small Groups

The group will divide into smaller sections — one for each of the goals identified in the previous discussion. It may be helpful to appoint leaders for each small group. The groups should reflect diversity. They should make any necessary revisions in the goal and then brainstorm about how the community can accomplish the needs identified in each goal. Emerging from the group sessions will be the beginnings of a community action plan and the methods for measuring progress toward the community education goals.

VI. Review of Community Goals and Action Plans

Each group will appoint a spokesperson to report briefly on their assessment of the goal's relevance to the community. This part of the meeting should go quickly, focusing on key questions and highlights of the action plan.

VII. Adoption of Goals and Community Action Plans

The meeting facilitator will ask for a motion to formally adopt the goals and action plans.

VIII. Establish Commitment

The facilitator will ask each citizen for a pledge to work toward the established goals and ask for volunteers to lead task forces or goal groups. It may be wise to identify some key individuals ahead of time. Names and contact numbers will be taken from volunteers (see sample sign-up form). The next meeting will be discussed (time, date, tentative agenda, who else to bring).

IX. Adjournment

CASE STUDY OF ALLEGHENY POLICY COUNCIL:
Developing a Common Vision

A community in western Pennsylvania answered the call to action issued by the National Education Goals to provide students with top-notch science and math education. For the Allegheny Policy Council, a collaboration of local leaders in education, business, government and foundations working to prepare students for the future, the goal was a challenge "to determine how to best use the resources of the region to equip all its students with the math and science literacy that they will need to fully participate in the 21st century." To meet the challenge, Allegheny County developed an action plan based on the opportunities available in schools and in the region to improve science and math education.

In January 1994, the Policy Council invited each of the 43 school districts in Allegheny County to assemble a six-person team, including a school board member, a school administrator, a science teacher, a math teacher, a student, and a parent or community member. Each team was asked to identify the strengths, weaknesses, threats, and opportunities confronting their math and science education efforts. In addition, the school district teams were asked to list initiatives that were under way to improve math and science education.

Following the surveys of each school district, the Council held a conference with over 200 participants from the community. Participating school districts sent their teams to talk about the future of science and math education with representatives from businesses, professional associations, and universities.

During the day-long conference, participants crafted a plan to guide regional action. The agenda for the conference was set by a pre-conference survey that revealed current needs, strengths, and weaknesses. The resulting agenda for the conference was designed to give participants full input in determining what a regional effort in math and science should be like.

Participants were asked for input which would "lead directly to a regional plan for focusing our resources to improve math and science. The resulting plan will guide regional action. It will be used to indicate regional consensus to secure national funding and to guide local allocation of resources."

Thirty-seven groups of four to seven people met to discuss the goals of the campaign and more than twenty-three of the groups identified four which needed to be given top priority: providing technology for students, creating a professional development institute for teachers, creating a clearinghouse for teaching materials in math and science, and partnering mathematics and science professionals with teachers in schools.

The groups at the conference agreed that a steering council for their reform efforts should emphasize math teachers and science teachers but should also include students, school board members, parents and community members, and representatives of higher education, corporations, nonprofit groups, and the philanthropic community.

With goals and objectives set by the key participants in math and science reform, the next steps will be coordinated by a consortium of libraries and museums which provides resources to educators, including science and math teachers. Activities will include setting up a steering council to guide the regional effort, fundraising, and advancing the effort nationally as a model of regional collaboration, and excellence in science and math learning.

(For more information call the Allegheny Policy Council: (412) 394-1200)

CONDUCTING SURVEYS

Many communities have found it useful to conduct a survey to help develop a common vision of educational reform. In particular, a survey can help you pinpoint how various segments of the community — business and civic leaders, educators, and students — perceive the issues in education and what they believe ought to be done to improve the educational system. For example, a poll of business people might reveal the need for higher standards in math and English so that students can compete in the work force. Similarly, a poll of working mothers could point to the need for a preschool program. Examining the attitudes and opinions of neighbors and civic and business leaders can be helpful in reinforcing your work.

In addition, the findings of a survey can help formulate and bolster positions of the campaign. For example, if one of the programs focuses on the goal of freeing schools from violence, you could poll students on how they spend their spare time, what recreational facilities they use, their awareness of violence, and what they would do about it. When the community presents its program for safe school environments, the results of the teen survey could be released at the same time, with teen spokespeople supporting the major findings.

Survey research is a rather sophisticated process with principles which cannot be learned overnight. Start by asking local newspapers to conduct the survey. Before you consider conducting a survey yourself, try to talk with experienced survey practitioners. The social science departments of the local university can help or refer you to experts. In the meantime, there are some rules to follow to draft a fair instrument and arrive at useful results.

Rule 1: Determine the Size and Scope of The Survey

The sample size for the survey depends largely on what you intend to do with the information. Be scientific for a definitive view of positions on an issue, or for information to be released to the public. If you want to get valid information for key subgroups, such as women vs. men or young vs. older citizens, be sure your sample group is large enough. For groups of about 400 people, survey about 150 from the subgroup; for 1,000 to 1,500, survey 250, increasing the number by 5 for each additional 100 people.

Rule 2: Choose a Representative Sample of the Population

In most communities it will not be possible to survey every single person. If your survey is to provide results that are generalizable to the entire community, every person in your community must have the same probability of being chosen to answer the survey. For a large community, use a random sampling by calling every 10th, 20th, or 30th name in the telephone book.

Rule 3: Choose the Best Way to Collect the Information

Surveys can be conducted over the telephone or through the mail. A mailed questionnaire costs less and is far easier to conduct, though the number of people who respond is significantly lower and the results are not as reliable as phone surveys. Aim for a response rate of at least 50%. Getting this response level may require follow-up reminders. The response rate is also affected by, among other things, the length of the questionnaire, the ease of filling it out and returning it, the clarity of the questions, and the reasons given for responding.

Survey research is a rather sophisticated process with principles which cannot be learned overnight. Before you consider conducting a survey yourself, try to talk with experienced survey practitioners.

Rule 4: Develop a Useful Questionnaire

The questions in a valid survey must be worded so that the answers are really meaningful. Questions should be pretested on a small group — such as friends or family — to see if readers understand what the writers meant to ask. Unclear questions can yield worthless responses.

Biased wording also invalidates results, so emotionally loaded or slanted questions should be strictly avoided. It may be difficult to ask neutral questions — especially when you have strong feelings on the topic — but that is the only way to get valid information.

Each question also must be worded to elicit a response to one idea — combining more than one thought in a question makes it unclear as to which thought the person is responding to.

In addition to clarity and neutrality, question-writers must also consider how the answers to a question will be tabulated. Responses to totally open-ended questions — such as, "What do you think about your local school?" — can be time-consuming and difficult to categorize and assess. Instead, use questions with a choice of answers and ask the reader to check one, or ask for numbered levels of agreement/disagreement "where 1 is strongly agree and 5 is strongly disagree."

26 *Make sure to preface your results with information about your methodology and sampling pool.*

Rule 5: Execute and Spread the Word!

Once your survey is complete, use the media to publicize the findings and other techniques described in the *Getting Out Your Message* section to get the information out to important groups. Without publicity and interpersonal communications, your valuable information might be overlooked and have a negligible impact. Make sure to preface your results with information about your methodology and sampling pool. Hold meetings to discuss the results of the survey and to plan follow-up actions.

SURVEY TIPS

- **Tell people why you want the information.** Level with respondents about why you are asking their opinions and what use you intend to make of the answers. Explain your reasons for the survey in a letter accompanying the questionnaire.

- **Don't ask too many questions.** Long, involved surveys get dropped in the wastebasket. Especially in your initial efforts, ten simple questions should be plenty. Limit questions to one subject each.

- **Make it easy.** Give simple directions and provide for simple responses, such as checking boxes or filling in spaces. Make sure the questionnaire is easy to read. Use plain type, a duplicating process that produces sharp copies, and a layout that leaves enough space between questions. Underline key words.

- **Publicize your survey.** Let community members know that you are planning to conduct a survey and stress that its purpose is to get input from people on improving education

- **Make it easy to return.** Provide an addressed, postage-paid envelope along with the questionnaire.

- **Follow up to ensure a good response rate.** There are a number of ways to do this —bulletin-board notices, reminders by phone, or additional mailings. Some pollsters send a second copy of the questionnaire stamped: "Second request. Please disregard if you have already returned the completed questionnaire." Others find that a postcard reminder brings results and avoids the danger of some people absentmindedly returning two questionnaires.

- **Report the results of your survey to the community.** However, keep in mind that raw numbers can be misleading. Discuss your findings within an interpretative framework. If, for example, there is criticism of a program, it may not mean that the program is deficient but that you may need to do a better job of explaining it. Also, answers to related questions may need to be looked at in tandem, or the impact on attitudes of an unusual situation may need to be considered.

- **Translate your findings into action.** Once you have used the survey information, feed the findings into your next analysis step and adjust the planning and action/communication steps accordingly. Then, survey on the same points during the next evaluation stage. Periodic formal feedback will either substantiate the informal readings you take or alert you to problems in your day-to-day communications channels.

(Adapted from the Communications Workers for America)

CASE STUDY: OMAHA 2000

A Survey Helps Paint the Common Vision for Education Reform

When Omaha 2000, a National Education Goals effort started by the Greater Omaha Chamber of Commerce in Nebraska, needed to choose a direction for change, they turned to those most in touch with what was important in Omaha — the citizens themselves.

"We wanted to know where are we now, and where do we THINK we can go," said Connie Spellman, vice president for education for the Chamber of Commerce. The Chamber formed a core coalition of community leaders from education, business, labor, civic, government, religious, and parent organizations. Over 400 Coalition volunteers produced a preliminary report of 125 strategies the community could follow to help achieve the National Education Goals.

> "We wanted to know where are we now, and where do we THINK we can go," said Connie Spellman, vice president for education for the Chamber of Commerce.

Though the volunteers were a reflection of the whole community, Spellman recognized that the report was only preliminary. For real change to take place, there had to be a stronger mandate based on community consensus.

Out of the 125 strategies, the core coalition of Omaha leaders selected the 55 strongest to create a "consensus ballot." With the help of a local printing company, they produced a survey that was distributed in the *Omaha World-Herald* newspaper and through the network of organizations that were involved in drafting the preliminary report.

During the survey campaign, over 200,000 homes in the community received the ballot, and over 50,000 people shared their views on the recommendations. The response to the survey was greater than the turnout for Omaha's primary municipal elections!

The leaders of the Omaha 2000 effort used the survey responses to choose reform initiatives on issues important to the community. Spellman found that the survey "helped validate that we were on the right track." People become more involved in the reform efforts, talking about education and how everybody in the community could help out. Initiatives were much more easily accepted because people felt that the survey made them a part of the decision-making process.

Among the crucial issues brought to light by the survey were the need for children to be better prepared to begin school, and the need for students to be ready for work after graduation. In response, Omaha 2000 launched two initiatives: a pilot project to teach students the most critical skills required in over 50 of the most prevalent jobs in the community, and a model program that aims to double the number of children served by early childhood care and education.

One of Connie Spellman's favorite sayings is, "Coming together is beginning, keeping together is progress, and working together is success." The success of the Omaha 2000 survey brought that wisdom to life.

(For more information contact Winnie Callahan (402) 557-2222 or Connie Spellman (402) 346-5000 at the Greater Omaha Chamber of Commerce.)

SAMPLE SURVEY

Omaha 2000, a community education reform effort in Nebraska, has developed a survey that might be used as a model. Following are the cover letter and excerpts from the questionnaire.

Sample Cover Letter for Survey

Thank you for taking time to respond to our community survey. We are looking for your help in learning about the issues that members of our community find important in the lives and education of our children. We will use these responses to develop programs targeted toward the issues identified by citizens like you.

The survey is made up of a series of statements related to aspects of children's lives and education. All you need to do is read each statement and decide whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

Code your responses as follows:

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Please circle the appropriate number for each response. Thanks again for being a part of our community effort to provide children with the best education possible.

Healthy Kids

All children should be immunized by age 2
1 2 3 4

School nutrition services should include breakfast
1 2 3 4

Prenatal care should be accessible to all pregnant women
1 2 3 4

Drug-Free Kids

Anti-drug and anti-violence education programs should be presented to all youth
1 2 3 4

Parents' actions should support anti-drug and anti-violence policies
1 2 3 4

Chemical dependency treatment programs should be available and affordable for all youth
1 2 3 4

Community standards should enforce strong anti-drug, anti-violence policies
1 2 3 4

Family Support

The family should be the primary center for learning
1 2 3 4

Parenting education programs should be available for all parents
1 2 3 4

Preschools and parenting education programs should encourage family literacy
1 2 3 4

Math and science refresher courses should be available for all adults
1 2 3 4

Community Support

Our community should appreciate and embrace the growth of diversity
1 2 3 4

Every citizen should be responsible to assist students and support education
1 2 3 4

Head Start programs should be available for all eligible 3- and 4- year olds
1 2 3 4

Preschool programs should be available in all school districts
1 2 3 4

All children should have a personal mentor available to assist them
1 2 3 4

STEP 3:
DEVELOP A STRATEGY

- Specify Goals
- Evaluate the Context for Change
- Set Specific Benchmarks or Milestones
- List Organizational Considerations
- Describe Allies and Opponenets
- Identify Change Agents
- Develop Action Steps
- Use a Strategy Chart

STEP 3: DEVELOP A STRATEGY

Once the team has developed a community consensus around the issues it hopes to address, it is time to develop a strategy. For many issues there will be significant institutional barriers to any change you hope to initiate. A strategy can help the community team overcome those barriers. A strategy chart is included at the end of this section. It can be used to map out the various elements of your strategy, from planning the overall campaign to planning for action on individual issues.

SPECIFY GOALS

It is important to start the strategy session by listing the long-term goals of the campaign. These goals may be one or more of the National Education Goals, or they may be similar goals tailored to your community. One of the long-term goals of every campaign should be to build an organization that will foster a community commitment to continuously improving the education system. Think about how other goals contribute to building the organization.

The goals will drive the strategy. They will help establish priorities. Since financial resources, leadership, and energy are often limited, it's not a bad idea to get in the habit of setting priorities to increase your chances of success. Goals also will provide a focus for examination of the current community context.

If your community is focusing on standards-based reform of K-12 schools, include the following as part of describing the context:

- Copies of the proposed national content standards for various subjects. (See the *Resource Directory* for who to call.)
- Copies of standards documents developed by your state department of education or by the local district administration.
- Information about who within your school district has done work on standards. Make sure to include these educators as part of your community discussion.

EVALUATE THE CONTEXT FOR CHANGE

In developing your strategy it is important to evaluate the context for educational change in your community. This will mean gathering information about the current educational system and other systems that support education (law enforcement, health care, employment training, etc.), the existing procedures for making changes within the system, and the general demographics of your community (data on graduation rates, reform initiatives that are currently in place, etc.).

It will also be important to understand the state and national context for reform. The federal government and the governments of many states have been very active on education reform in recent years. Make sure to take advantage of the opportunities that recent legislation has created, and be aware of the limitations.

Think of the goals- and standards-based reform campaign as a house-building project. When a house is built on a plot of land, one of the first tasks is to survey the area and determine the best place to lay a foundation. To build a solid goals- and standards-based reform campaign, it is also important to know where to put the foundation.

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The benchmarks should be specific, achievable, and results-oriented.

SET SPECIFIC BENCHMARKS OR MILESTONES

Benchmarks or milestones are the incremental steps that will move the community towards the long-term goals. The benchmarks should be specific, achievable, and results-oriented. If adult illiteracy is an important problem in your community, and reaching a 100% literacy rate is the long-term goal, set a benchmark of increasing the literate adult population by a certain percentage. These milestones or benchmarks will serve as checkpoints on the journey toward reforming the system.

ELEMENTS OF SYSTEMIC REFORM OF K-12

(Adapted from the State Goals 2000 Action Plan)

1. ***Teaching and learning, standards and assessments.*** What are we doing to raise expectations for every child? Are we improving the curriculum, instructional materials, professional development, student assessment, use of technology, and more? Is our state developing high standards in core subjects, and are our improvements in teaching and learning directed at helping all children reach those high standards? Are we creating time for teachers to share ideas?

2. ***Opportunity-to-learn standards or strategies and program improvement accountability.*** Are all our students getting quality instruction? Do all our teachers participate in quality professional development? Are all our schools safe, disciplined, and drug-free? How do we help low-performing schools?

3. ***Technology.*** How are our teachers and students using technologies? What is our plan for helping them use technologies more powerfully? Is our planning related to technology integral to, and integrated with, our work to move all children toward high academic standards?

4. ***Governance, accountability, and management of schools.*** Does each school have the authority and capacity to make its own decisions about staffing, budgets, and other issues? Does each school have strong leadership? Does our school district have a coherent system for attracting, recruiting, preparing and licensing, evaluating, rewarding, retaining, and supporting teachers, administrators, and other school staff? Is this system tied to high academic standards? Do we provide incentives for students, teachers, and schools to work hard and reach high levels of performance? Are we encouraging schools to seek waivers from rules and regulations that stand in the way of excellence?

5. ***Parent and community support and involvement.*** Are we taking steps to help families so that all children enter school ready to learn? Are we improving communication between school and home? Are we creating a "whole community" partnership to improve teaching and learning? Are we enlisting partners throughout the community — grandparents and senior citizens, employers and volunteer groups, libraries and community colleges, churches and media, social service agencies and law enforcement, and others? Are we reporting regularly to the community about our progress?

6. ***Making improvements system-wide.*** Are we encouraging innovation — and making time for planning it — in every school? Are we providing opportunities for all teachers and school staff to learn and continuously improve instruction? Are there vehicles by which teachers and principals can share ideas and models — newsletters, computer networks, and conferences?

7. ***Promoting grass-roots efforts.*** Does our local school district respond to the needs and experiences of parents, teachers, students, business leaders, and other community members?

8. ***Dropout strategies.*** What are we doing to help all schools become places where learning is meaningful, and where all students feel they belong? Do we reach out to students who have left school, and invite them to earn their diploma through a range of educational options?

9. ***Creating a coordinated education and training system.*** Does our community have programs to help students make the transition from school to work? Are these programs designed to provide participating students with multiple career options (i.e., immediate employment in a high-wage, high-skill, career-oriented job; further education and training; or postsecondary education at a four-year institution)? Do these programs hold participating students to the same high academic standards called for in Goals 2000? Are these programs built around a multi-year sequence of learning at work sites and at school — learning that is connected and coordinated?

In implementing the *Goals 2000: Educate America Act*, the U.S. Department of Education identified key elements for systemic reform of K-12 schools. These elements and the questions listed under each element help to identify the community context as it relates to standards-based reform of K-12 schools. They also provide useful information for identifying milestones for your community campaign for reforming education.

LIST ORGANIZATIONAL CONSIDERATIONS

Before deciding on the action steps to meet milestones or benchmarks, your team will need to assess the help and resources available to achieve them. Having a firm understanding of organizational considerations is an important part of laying the foundation for reform. It also might help your team identify barriers to reform.

Be specific about the resources the organization has to offer. This includes money, time, facilities, supplies, etc. The final section of this guide has a section on *Developing Organizational Resources* which addresses some ways to expand organizational resources.

It is also important to be aware of organizational limitations. For example, if all of the members of the organization work full-time, your team would not want to choose action steps that required daytime activities.

DESCRIBE ALLIES AND OPPONENTS

There may be other organizations in the community that share part of your organization's goals. These allies may be unwilling to focus all of their organizational resources on the goals you have developed, but still could contribute to the effort. Allies may include the local PTA or the Chamber of Commerce. Look to the same groups from which you sought your leadership team to serve as allies for various aspects of your campaign. Ask the following questions: Who cares about this issue? Who wins when our goals are met? List these allies and, when appropriate, seek their assistance. Being aware of allies can also prevent duplication of effort.

On the other hand, there may be people or organizations in the community who will oppose the reforms you are attempting to institute. Some of these opponents simply may not understand the goals of the campaign. Others will persist in their opposition. Before your organization takes any action, you will need to anticipate the potential reaction of opponents. List your opponents and what your success might mean to them. Refer to the *Troubleshooting* section for suggestions on how to deal with opposition.

IDENTIFY CHANGE AGENTS

Change agents are people who — through their actions, behavior, attitudes, or opinions — can help achieve the community goals. One change agent could be the superintendent of schools because she or he has the power to institute a district-wide policy to include community members in the standards-development process. Another change agent could be a member of the school board because she or he will cast the deciding vote on whether or not the school district will devote resources to improving technology. A third change agent could be parents of elementary school children who have a significant effect on academic achievement through the expectations they communicate to their children.

Change agents are not usually institutions. Institutions are made up of people, and institutions change only if the people that are a part of them change. If it seems that your change agent should be the school district administration, then you need to figure out who within the school district administration actually has the power over the decisions your team is interested in effecting. Identifying a change agent really translates into analyzing who has power over the decisions your organization hopes to effect.

DEVELOP ACTION STEPS

Action steps are the things that your organization and your allies will do to create the desired changes in the actions, behavior, attitudes, or opinions of the change agent(s). These action steps should be geared towards a particular change agent and they should be possible given particular organizational considerations. Action steps can include things like proposing a resolution at the school board meeting, instituting a program that brings parents into the classroom, or writing a series of editorials for the local paper. When developing action steps, take advantage of the creativity and the diversity of the people involved in the effort.

By understanding the stages people go through as they learn about an issue, thinking about the consequences of taking action, and deciding what should be done, you can significantly increase the success of your action steps. Action steps are designed to create a change in actions, behavior, attitudes, or opinions. The Public Agenda Foundation has developed a framework for thinking about how opinions and decisions lead to real action. This framework is described in detail in the *Guide to Getting Out Your Message*. The steps that people go through are listed below:

- **Awareness.** It will be important to design action steps that allow people to begin to become aware of and understand the issues — but people who are simply aware will need more help before they are able to adopt and make decisions about goals for education.
- **Urgency.** People need to feel a sense of urgency before they begin to think about their choices and make decisions.
- **Looking for Answers.** When people believe that the schools in their own community are inadequate, they will search for ways to improve them. They will begin to convert their free-floating concern about the need to do something into proposals for action. This might be the time to hold a community meeting.
- **Resistance.** This will be the most difficult stage. The public will be reluctant to face the trade-offs that come from choosing a specific plan of action. Resistance is heightened when people feel excluded from decision-making on matters that affect their lives. The *Troubleshooting* section includes suggestions on how to deal with this stage.
- **Weighing the Choices.** When people have moved beyond initial resistance to change, they begin to weigh their choices rationally, balancing the pros and cons of the alternatives. At this stage, people should feel they have a reason to make a choice. This decision-making process can succeed if the pros and cons of a plan are clear, and if people feel that they are making decisions on plans they helped develop.
- **Intellectual Acceptance and Full Acceptance.** In these final stages, people will undergo a basic change in attitudes. They will understand the need for adopting programs to meet the National Education Goals, but still will put their own needs and desires before those of the community. Over time, they should be able to reflect on the benefits to the overall community of implementing the Goals. Be patient and wait for people to come to terms with your goals-based programs.

USE A STRATEGY CHART

A Strategy Chart is an important tool that can be used to map out the various aspects of a Community Action Plan. A blank strategy chart has been included as a handout at the end of this section for your team to use in the action planning process.

By understanding the stages people go through as they learn about an issue, thinking about the consequences of taking action, and deciding what should be done, you can significantly increase the success of your action steps.

This sample strategy chart demonstrates how one community might develop an action plan. It builds on the case study of the Allegheny Policy Council described at the end of the Develop a Common Vision section. This strategy chart takes one of the four objectives identified by the Allegheny community meetings as a long-term goal — providing technology for students. It assumes a medium-term milestone of providing calculators for high school math classes, and then it sets specific, short-term milestones for the team to accomplish this goal. This chart has assumed that graphing calculators are not generally purchased for high school math classrooms.

CASE STUDY OF ALLEGHENY POLICY COUNCIL: Strategy Chart

Goals	Organizational Considerations	Allies and Opponents	Change Agents	Action Steps
Long-Term Goal: Provide more technology for our students. **MILESTONES** **Medium-Term:** ■ Ensure that every high school math class has a full class set of graphing calculators. **Short-Term:** ■ Include graphing calculators in the School District budget for next year.	We have a lot of time, but not a lot of money. Several members have personal computers at home that they are willing to use to make fliers, etc. One of our members is a math teacher who has some experience working with the school district budgeting process.	**Allies:** High school students who don't have calculators, and their parents. Other math teachers. The local math teachers organization. Business leaders from the local Hewlett Packard plant. **Opponents:** A group of parents who believe that calculators in the classroom keep students from learning how to do basic math. This group has organized on other education issues before. District personnel who would like to use the money for something else.	School district math curriculum specialist who usually drafts the budget requests for the high school math departments of the district. Chair of the school board — Jane Doe. She has been willing to support technology budget items in the past but is sympathetic to the parents who oppose the use of calculators in the classroom. Her position usually carries budget item votes at school board meetings.	1. Set up a meeting with the math curriculum specialist to gauge her support for this measure. Request that she include graphing calculators as part of her budget proposal. 2. Meet with Jane Doe to determine her position on the issue. Ask to put the issue of funding graphing calculators on the school board agenda. 3. Seek the assistance of the local math teachers association to ensure that supportive math teachers attend the school board meeting when they will vote on this issue. 4. Get the president of Hewlett Packard to write Jane Doe a letter supporting the proposal. 5. Get several members of the organization to draft editorials to appear in the local paper the week before the school board meeting.

STRATEGY CHART

Goals	Organizational Considerations	Allies and Opponents	Change Agents	Action Steps
■ What are the long-term goals of the campaign? Remember that building an organization is always one of the long-term goals. **MILESTONES** ■ What are the steps to get you to your goals?	■ List the resources your organization has to offer including: money, time, facilities, supplies, etc. ■ List the ways you want to strengthen your organization through this campaign. ■ List organizational limitations.	To describe allies and supporters, answer these questions: ■ Who has a stake in this issue? ■ Who gains when we accomplish our goals? ■ Which organizations are concerned with education? List the useful resources of your supporters. To describe opponents, answer these questions: ■ Who would lose if our effort succeeds? ■ Who might be afraid that our effort will challenge their agenda? List the resources of your opponents.	Who through their actions, behavior, attitudes, or opinions can help achieve your objectives? Remember, change agents are usually people, not institutions.	For each change agent, list the action steps your organization and your allies will take to create the desired changes in actions, behavior, attitudes, or opinions.

(Adapted from Organizing for Social Change, Midwest Academy 1991)

STEP 4:
IMPLEMENT THE PLAN AND EVALUATE THE RESULTS

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- ▶ **Create a Timeline**
- ▶ **Measure Results**

STEP 4: IMPLEMENT THE PLAN AND EVALUATE THE RESULTS

CREATE A TIMELINE

Remember to set a timeline for achieving your short- and long-term goals. It is critical that realistic dates be assigned to measurable and achievable goals.

MEASURE RESULTS

It is critical to set determinants for measuring the success of the objectives and action steps. It is one thing to declare support for the National Education Goals and announce that your community will adopt a goals- and standards-based reform process; it is quite another to hold yourself accountable for success.

Local communities can and should produce goals reports — scorecards of where their effort is succeeding and where it still faces obstacles. For your effort to be taken seriously, and to keep you focused on results, you will have to show that you are aiming at real, achievable objectives.

Keeping the community informed on a regular basis will ensure that citizens maintain an interest in seeing the effort succeed and are able to track progress. In addition, any documented achievements can spur more reluctant participants into action.

You can use as a model the reports produced every year by the National Education Goals Panel. These reports provide data on the progress toward achieving the National Education Goals and goals in individual states. For example, on the goal of making all schools safe, disciplined, and drug-free, the report measures the number of high school students who reported using marijuana, cocaine, or alcohol. On the goal of readiness for school, the report measures indicators such as child health and nutrition data and numbers of disabled children in preschool programs. For assistance in developing a local goals report, refer to the *Handbook for Local Goals Reporting*, a step-by-step guide in this kit.

CASE STUDY OF LEHIGH VALLEY 2000:

How One Community is Reporting Progress

The Task Force

In late 1991, the Lehigh Valley 2000 Business-Education Partnership established a Community Report Card task force and charged it with developing a reporting process that would track the community progress in attaining both the National Education Goals and the community goals. The task force, consisting of more than sixty volunteers representing a diverse community base, joined the partnership effort. Realizing that education is a joint responsibility and a lifelong process, the team centered its approach on engaging the entire community in the educational process, rather than just the school systems. To that end, the task force identified eight stakeholders who were customers and suppliers of education: parents, students, teachers, schools, higher education, community organizations, business, and industry.

Data Gathering

The task force decided that, to the extent possible, objective data would need to be gathered (e.g., how many times a week do you spend talking with your child about school-related events), so that the community report card would be based on fact, and not subjective judgment. The task force also felt strongly about using indicators that were directional — that is, if there was an increase or decrease on a particular indicator, it was clear whether the change was positive or negative. Finally, the task force recognized the importance of keeping a large percentage of the questions constant (realizing, however, that some fine-tuning may be necessary for clarification, or new questions added in the future) so that progress could be measured over time.

With the *Handbook for Local Goals Reports* serving as a principal resource, the task force began to generate "key questions" (for examples of key questions asked by the Goals Panel, please refer to each National Education Goal chapter in the Handbook for Local Goals Reporting). Seven surveys were developed — each tailored to address issues of concern to each stakeholder group and centered around the National Education Goals and those goals specific to the Lehigh Valley community. For example, teachers were asked about adequacy of training, student completion of homework, and disruptions in the classroom; parents were asked how often they talk with teachers about their child's performance; whether they provide certain "learning resources" at home, such as a dictionary, encyclopedia, magazines, newspapers, and books; and how much time they spend with their child discussing school events. Students were asked about homework, how much they do and how often they do it; they also were asked whether they felt challenged at school, how much TV they watch, and how much they read for fun. Certain questions were asked of all groups, including, "Are today's students and graduates being adequately prepared for employment, citizenship, and responsibilities of adulthood?"

CASE STUDY OF LEHIGH VALLEY 2000

Continued

The Results

Nearly 9,000 surveys were distributed in late 1992. Some of the results included:

- 27 percent of the teachers surveyed responded that they frequently deal with verbal abuse and discipline issues.
- Only 35 percent believe that they received excellent training in teaching techniques.
- Six out of ten parents reported limiting the number of hours their children watch TV, while 95 percent reported listening to their children's work and school experiences.
- Two-thirds of students reported that other students' misbehavior interferes with their ability to learn. Nearly one-fourth reported that threats or injuries by other students affected their ability to learn.
- More than one-third of parents and 60 percent of higher education institutions believed that students were adequately prepared for employment, citizenship, and responsibilities of adulthood. However, only one out of ten community organizations and business and industry groups reported these same beliefs.

"Responses to the survey have driven the creation of our community report card," says chair of the task force, Janet Stainbrook. "It has provided us with a snapshot of the community's perceptions of where we are, and where we need to go. We have perceptions of its education system — many believe ours is fine, it's the other communities that need improvement. We expect the report card to be a vehicle to get the entire community involved in our education system and allow for communication to expand among our stakeholders."

(For more information on the process, the data gathering, and the results, please contact Lehigh Valley 2000 at (610) 954-0330.)

COMMUNITY ORGANIZING TIPS

If you are ready to begin the process of improving education in your community, don't forget the following:

Identify a Leadership Team.

The first step on the road to improving education in your community is a group of committed people saying, "We can do better for our community and our kids." Pick members for your leadership team who have the time and energy to stick with the task.

Develop a Common Vision.

Use the National Education Goals as a framework to help you decide what needs to be done in your community.

Hold a Community Meeting.

You need to get the whole community involved in developing and implementing activities.

Conduct Surveys.

Surveys can do more than help you gather information, they can also build community ownership of reform.

Set Goals for your Community.

Make sure your campaign is about winning concrete victories so that it does not die after an initial push for recognition.

Develop a Strategy.

Without a plan for accomplishing your goals, you will lose momentum quickly.

Implement the Plan and Evaluate the Results.

Find out where your schools and community stand on meeting the National Education Goals.

Keep Up the Momentum.

While coalition-building, town meetings, and a local goals report are important, attaining the goals and meeting standards will require a long-term effort.

KEY ORGANIZING TECHNIQUES

- Developing Organizational Resources
- Troubleshooting

KEY ORGANIZING TECHNIQUES

DEVELOPING ORGANIZATIONAL RESOURCES

Restructuring your schools will require a long-term commitment. This means building a real support network and continuous work to expand your organizational base.

Sustaining Momentum

You can expand on your initial efforts through the following initiatives:

- Form partnerships. Bring together several complementary efforts or programs so that they can share resources and build on each other's strengths.
- Secure extra time and resource commitments.
- Develop networks to communicate with other National Education Goals community programs in your state and across the country.
- Develop a process to help other communities adopt your goals programs.
- Ask the local newspaper, radio, and television stations to run stories about community goals programs.
- Get members of your team to talk to groups in the community about goals programs.
- Hold more community goals meetings to solicit input from community members on how programs are doing and what remains to be done.

Expanding Your Base of Support

Cast a wide net for potential supporters. Focus on what they can do for your goals campaign, as well as what they might get out of becoming active partners. What kind of influence do they wield over the system and the important players? How will their involvement benefit students, teachers, and administrators?

You might construct a checklist for people who are just starting to engage in the reform effort. The list should reveal what attributes each would bring to your campaign. At the same time, you can use it to remind your potential supporter how he or she can be helpful. Providing potential supporters with a checklist of activities they can explore on their own can open the door for greater participation later. Begin with the most obvious groups: educators, businesses, and parents. Then move on to the next phase, exploring some less obvious possibilities.

The following sample checklists for educators, business leaders, and parents are only the tip of the iceberg of what these community members can do to support education reform. However, for the community member who has not completely committed to your reform effort, these lists may be an important first step.

EDUCATORS' CHECKLIST

Educators are closest to the students in the academic environment. They have the best sense of what is needed to improve education. They can:

☐ Set clearly defined standards for what they expect their students to know in each class.

☐ Establish a Goals Action Committee in their school made up of key teachers and administrators.

☐ Examine the evolution of their personal expectations for students. Have their standards risen or fallen? Would a student's work that earned a "B" years earlier receive a better or worse grade today?

☐ Work with other staff members to develop interdisciplinary curriculum that is aligned with the National Education Goals and Standards. An English teacher might think of creative ways to include science in the curriculum.

☐ Make school more relevant for students by inviting local business leaders into their classes to explain how they use their education in the workplace, why a high school diploma is critical to finding a good job, and what they look for in hiring new employees.

BUSINESS AND LABOR LEADERS' CHECKLIST

American business and labor participation is vital to Goals- and standards-based reform. Governors and planning committees can suggest ideas, but no sector of society has greater potential energy in this crusade than the business and labor communities. Business and labor can make the goals work by building community support, helping to measure effectiveness, and defining required workforce skills that could be matched to academic achievement targets.

How can business and labor leaders implement the National Education Goals? They can:

- ☐ Spread information about the Goals throughout their corporate communities — starting with teaching their employees/union members what they can do to help their children attain the Goals.
- ☐ Form coalitions with other businesses, schools, and community organizations to involve them in local goals- and standards-based efforts community-wide.
- ☐ Identify the skills and knowledge businesses require of workers; work with local education agencies to ensure that these skills are incorporated into the content standards.
- ☐ Work with other business and labor leaders to develop a school-to-work transition program for high school age students.
- ☐ Start a mentor program where employees work with students.
- ☐ Lend employees to the local school district to teach classes in their area of expertise once each month.
- ☐ Facilitate challenging teacher training programs.
- ☐ Ask to see grades, work portfolios, and other progress reports when interviewing potential employees.
- ☐ Donate computers, televisions, VCRs, satellite dishes, and other materials to schools.
- ☐ Allow flexibility for employees who are parents to attend conferences and other events at their children's schools.

PARENTS' CHECKLIST

Parents are vital to a Goals- and standards-based reform campaign. Parents can:

- ☐ Spend at least half an hour of personal time every day talking with their children about his or her accomplishments, plans, and worries, without distractions like the TV or radio.
- ☐ Make homework a priority. They might consider keeping the television off until all homework has been done, or requiring their children to post the night's assignments on the refrigerator for review.
- ☐ Explain to their children the reasons why drugs are unacceptable.
- ☐ Think of activities around the home to do with their children that are related to their children's schoolwork or skills their children are learning in school.

Parents of preschool-age children can also:

- ☐ Make sure their children have received all of the appropriate vaccinations and health care to arrive at school with healthy minds and bodies.
- ☐ Give their children a balanced and nutritious diet.
- ☐ Read with their children at least once a day.
- ☐ Consider preschool options in their area. Low-cost alternatives are available through Head Start and many local churches, synagogues, and civic organizations.

Parents of grade-school children can also:

- ☐ Get library cards for their children.
- ☐ Regularly touch base with their children's teachers to monitor their children's progress and get ideas for how they can support their children's work.

Parents of high school students can also:

- ☐ Find out from their district office how their children's school compares academically to others in their area and whether it is improving or worsening and why.
- ☐ Push their children to take the most difficult classes offered.
- ☐ Encourage their children to sign up for extracurricular programs and classes and limit after-school jobs.

Other Sources of Support

Potential allies for your effort are everywhere. They include universities, professional and civic organizations, religious institutions, and trade unions. Consult the resource directory in this handbook for other leads.

Also, do not overlook other goals- and standards-based reform campaigns as a source of information and support. School officials and community leaders in Edmonds, Washington; San Antonio, Texas; Omaha, Nebraska; Bangor, Maine; and hundreds of other municipalities can offer their assistance. Consult the Resource Directory for other names and organizations.

Identifying Financial Resources

As you begin your search for funding, remember the federal government. With its passage of the comprehensive *Goals 2000: Educate America Act*, Congress has made it easier for communities to restructure education. What's more, the legislation takes a big-picture view of education that goes beyond the traditional K-12 focus of past administrations. Education is defined as a process that begins in early childhood and continues to adulthood through lifelong learning situations. It emphasizes the connections between preschool, school, and work.

If your state participates in Goals 2000, your community can compete for funds to help you accomplish your ambitious agenda. The most competitive plans will provide long-term efforts to establish an education goals process and move children to higher levels of achievement.

Much of the federal money will be spent at the school level. The funds will support school restructuring to accomplish high academic standards for students through better teaching techniques, improved textbooks, parent and community involvement, better use of technology, and extended career training for teachers.

In addition, the *School-To-Work Opportunities Act* provides grants to states and communities for school-to-work transition activities.

Other possible resources for funding abound. In communities across the country, business coalitions have donated time, money, and expertise to school restructuring projects.

In Cincinnati, for example, the Cincinnati Business Committee has been an indispensable ally of the schools. In 1979 the Cincinnati, Ohio, district declared bankruptcy and closed down the schools for 15 days. With the help of the business partnership, the district inched its way back into solvency. The committee contributed 90 percent of the funds necessary to support 12 tax levy campaigns, 10 of which were successful. The committee also issued a critical audit of the schools' operations, which has resulted in a major restructuring of the central office, the development of a professional teaching academy, and numerous other reforms.

You may find that organizations like the Cincinnati Business Committee also exist in your region. Perhaps all they need is an invitation and a strong reason to join your effort.

TROUBLESHOOTING

You are likely to face opposition any time you try to introduce change into a community. Therefore, as you work to get your community to adopt a Goals- and standards-based reform campaign, some people will be resistant. Their concerns may be based on confusion over what goals and standards are. Or they may be satisfied with the current state of learning in your community.

Following are tips on how to explain the National Education Goals and standards, and how to build your community goals campaign to involve everybody, including those who may not be committed to reforming education. For a fuller description of the relevance of the National Education Goals and the standards-based reform movment for improving education in your community, please see the *Guide to Goals and Standards* booklet in the Toolkit.

Tip 1: Know The Facts

For example, be clear about what you mean when you describe standards. Vague descriptions can cause people to lose interest or misinterpret your intentions. Standards are levels of performance that specify what students should know and be able to do. They are a way of measuring progress toward achieving the goals. Unlike minimum competency standards, which usually just ask the student to pass a simplistic test, the standards set for the National Education Goals expect high performance and advanced knowledge. They define the meaning of success so that all students will know what they are expected to learn. The development of standards is still a work in progress at all levels — national, state, and local. For definitions of many of the other terms of the debate, see the Glossary of Terms at the end of the *Resource Directory.*

Tip 2: Give Everyone A Role

Successfully turning your hometown schools into ones that have targeted goals and high standards means ensuring that everybody has a voice in the process. Not everybody has to share your views. Be sensitive to the concerns of your opponents. Talk about what offends them and address their issues. If you listen to their criticism, you can use it to strengthen your Community Action Plan.

Tip 3: Avoid Loaded Words And Phrases

Words and phrases like "outcomes," "outcome-based education," "self-esteem," and "attitudes" may mean different things to certain groups of people. Remember, if you stick to clear, concrete terms that everyone comprehends, not only will you be better understood, you may also avoid serious conflict down the road.

Tip 4: Keep Your Perspective

Opposition may come from only a small part of the community. Balance their concerns appropriately and reinforce the fact that the National Education Goals have widespread support. You might think of inviting opponents into the schools to let them see for themselves how your community action plan is improving education.

Tip 5: Explain That This Is More Than A Fad

People may express concern about the National Education Goals because they have seen education reforms come and go far too many times. Explain that your community goals process is not the "next fad" in education that will disappear when something else comes along. The National Education Goals were developed by and have the support of a bipartisan group, including the nation's governors, President Bill Clinton, and former President George Bush. The Goals are a national framework for constructive reform at the local level.

Tip 6: Beware Of The One-Size-Fits-All Argument

Reassure your opposition that the National Education Goals, the framework for your community's education reform effort, are not trying to establish a national curriculum for all schools. The Goals acknowledge that changes in education cannot be carried out through a national "one-size-fits-all" program. The Goals confront national concerns about education by providing a framework for communities to implement using many different local solutions. When a state or community adopts a Goals- and standards-based process, it adapts the National Education Goals to local needs.

Likewise, the National Education Goals do not seek to take over parental responsibilities or undermine local control of schools. A community goals campaign invites parents to become a part of local efforts to help their children achieve.

Tip 7: Establish Achievable Milestones

People may be resistant to adopting a community-based goals- and standards-based reform campaign because they do not believe that the community will actually make progress toward reaching the goals. That is why it is important to establish milestones that are achievable and measurable. When your community decides how to adapt the National Education Goals in a local plan, everybody should agree on how they will be able to "see" change. For example, if your community wants to reduce violence in schools, you could chart changes in the number of acts of vandalism.

Tip 8: Remember the Equity Issue

Confront concerns about the evenhandedness of a goals-based reform campaign. The National Education Goals aim to lift the academic achievement of all students. Every child will be expected to meet higher standards. No students will be denied the opportunity to learn. Students who learn their lessons quickly can go on to more advanced concepts that will better prepare them for the next lesson. Students who need more help will get it. The bottom line is: students who have not been achieving will achieve; those students who have been achieving will achieve more.

Tip 9: Ask for Help

There are many national, regional, and local groups that can help guide your efforts. They have strategies that work, materials to use, and experience to lend. See the *Resource Directory* for lists of groups and background reading materials.

CASE STUDY OF EDMONDS, WASHINGTON:
A Community Conversation about Education

The Edmonds School District in Washington successfully took on the challenge of education goals- and standards-based reform by making its effort as inclusive as possible. The district invited everyone to share ideas about student learning.

Edmonds school officials began the process with a district-wide mailer asking residents to contribute to the discussion. The mailer included a timeline explaining the process of reforming education and detailing how community members could participate at each phase. Sylvia Soholt, who works in Edmonds' planning and community relations division, says they deliberately chose a process involving multiple drafts of each phase because "it gives the message that you are open to change."

At the first meeting, the discussion focused on student achievement and learning. Participants drafted a list of the skills and academic studies they wanted for their students and then sent the draft to the entire community. The text was not presented as a writ from the school district, but rather as "this is what your neighbors said students should learn and be able to do."

By sending the draft to everybody in the community, the school district was able to deflect charges of being exclusive. District officials carefully documented the originator of each idea to demonstrate that the plan was developed by the community, not by school officials.

In a meeting to discuss the first draft, some raised religious doubts about the reform effort. They said they feared the schools would take charge of rearing children, teaching non-Christian values instead of improving academic skills. Some suggested that computers would monitor and mold children into automatons.

Faced with these objections, the superintendent, Brian L. Benzel, knew he could not just dismiss the criticisms as misguided. He felt that the school district needed to clarify the purpose behind the reform effort before releasing a second draft of the document. Benzel approached Edmonds' ministers and invited them to a meeting on the education reform efforts.

At the meeting, the superintendent addressed the expressed fears and explained what the reform movement was really trying to do. He said he believed that they misunderstood the district's intentions, but thought their concerns were important. He let the ministers talk about education. They all agreed that education needed to be improved and that it was important to define student skills.

In the course of the conversation, it became clear that the religious community was not walking lockstep against reform. Reform meant something different to each minister. It appeared that the ministers simply wanted to be part of the debate. As a result of this positive meeting, they carried the message back to their congregations that the school reformers were willing to listen and be inclusive.

Following these meetings, the school district made revisions that incorporated the objections and reflected the concerns of the whole community. The district removed confusing jargon from the draft. For example, people had objected to defining "critical thinking" as a skill — they believed it suggested that children should be taught to be critical of their parents. So the second draft defined "thinking and problem-solving" as the ability to "think creatively and develop innovative ideas and solutions" and to "think critically and make independent judgments."

To address the concern that the district was stressing some skills over others, it developed a poster depicting the skills and abilities a student needs as a "tapestry of learning," where all the elements have equal importance and are woven together.

The school district is now moving to the next step. They are creating assessment tools to measure the standards they have developed, using the same strategy of full community involvement.

(For more information contact Sylvia Soholt (206) 670-7044 at the Edmonds School District.)

NATIONAL EDUCATION GOALS PANEL STAFF

EXECUTIVE DIRECTOR
Ken Nelson

ASSOCIATE DIRECTOR FOR ANALYSIS AND REPORTING
Martin E. Orland

COMMUNICATIONS DIRECTOR
Ruth Whitman Chacon

STAFF
Geri Anderson-Nielsen
Tia Cosey
Cindy Dixon
Bryan Flynn
Leslie Lawrence
Julie O'Brian
Cynthia Prince
Charles J. Walter
Emily Wurtz

Production and design support provided by The Widmeyer Group and Scott Miller

ATIONAL EDUCATION GOALS PAN
1850 M STREET, N.W.
SUITE 270
WASHINGTON, D.C. 200

BEST COPY AVAILABLE

Checklist of Likely Candidates for the Leadership Team

EDUCATION

- ☐ School board members
- ☐ PTA/PTO
- ☐ Superintendents
- ☐ Other administrators
- ☐ Principals
- ☐ Teachers
- ☐ Representatives of the teachers union
- ☐ Students
- ☐ Vocational/technical educators
- ☐ Higher education professors
- ☐ Adult education or literacy groups
- ☐ School guidance counselors

BUSINESS & LABOR

Corporations:

- ☐ CEOs
- ☐ Human resources personnel
- ☐ Community affairs personnel

Other:

- ☐ Corporate foundations
- ☐ Chambers of Commerce
- ☐ Other business organizations
- ☐ Organized labor
- ☐ Plant managers
- ☐ Sales representatives

COMMUNITY

- ☐ Community-based organizations
- ☐ Religious groups/ leaders
- ☐ Social service/ health agencies
- ☐ Child-care groups
- ☐ Foundations
- ☐ Volunteer groups
- ☐ Civic groups
- ☐ Job training groups
- ☐ Health care professionals
- ☐ Law enforcement
- ☐ Museums

MEDIA

- ☐ Newspapers
- ☐ Television
- ☐ Radio

ELECTED OFFICIALS

- ☐ Municipal government officials
- ☐ Mayor
- ☐ State legislators

Checklist for Holding a Successful Community Meeting

SELECT A LOCATION THAT:

- ☐ Is familiar and accessible
- ☐ Is accessible to persons with disabilities
- ☐ Has large enough space for all who might attend
- ☐ Has smaller rooms for break-out groups
- ☐ Has visible, adequate parking

SELECT A TIME THAT:

- ☐ Is convenient to most people — usually early evening
- ☐ Does not conflict with other group meetings

SET UP THE LOCATION AND PROVIDE:

- ☐ Clear directions to the site and specific rooms
- ☐ Chairs or tables configured to make people comfortable
- ☐ On-site child care if possible
- ☐ Sign-up sheet, including phone numbers, to keep track of everyone who attends
- ☐ Agendas, or copies of materials available to all participants
- ☐ Microphones or loudspeakers to ensure everyone can hear
- ☐ Tape recording of the meeting

ENSURE GOOD TURN-OUT FOR YOUR MEETING BY:

- ☐ Contacting other community groups about the meeting
- ☐ Including a meeting notice in the local paper either on a community bulletin board or through a paid advertisement
- ☐ Asking your local radio station(s) to make a public service announcement
- ☐ Posting notices in common locations
- ☐ Asking your schools to distribute a flyer to students and parents
- ☐ Making team members responsible for bringing others to the meeting
- ☐ Calling people to remind them to come

SET THE PROCESS UP TO SUCCEED:

- ☐ Have a clear agenda and goals to accomplish
- ☐ Choose an experienced facilitator(s) to lead discussion

DEVELOP MATERIALS:

- ☐ Create an agenda that people can keep
- ☐ Copy descriptions of the National Education Goals
- ☐ Copy a description of the *Goals 2000: Educate America Act*

Adapted from "What Communities Should Know and Be Able to Do About Education," Education Commission of the States, July 1993

Minnesota 2000 has developed a useful agenda for a community goals meeting:

SAMPLE AGENDA

I. INTRODUCTIONS

Identify all people who will be leading the meeting, as well as those who have helped put it together.

II. NATIONAL EDUCATION GOALS: AN OVERVIEW

The facilitator of the meeting will provide a brief overview of the National Education Goals and their origin, then relate them to the meeting and the agenda.

III. COMMUNITY REVIEW OF GOALS

Participants will be given copies of the National Education Goals and then asked to turn to the six or eight people around them and discuss the question, "How do these Goals relate to our community?" This should take no more than 15 minutes. The facilitator will then ask for a couple of key points about each Goal.

IV. SETTING PRIORITIES FOR DISCUSSION

Participants will decide which of the National Education Goals are most important to the community and identify any additional goals that have not been mentioned. The meeting facilitator will read the goals one by one and ask for brief comments from those who wish to speak. The final result: a list of community education goals.

V. COMMUNITY REVIEW OF GOALS IN SMALL GROUPS

The group will divide into smaller sections — one for each of the goals identified in the previous discussion. It may be helpful to appoint leaders for each small group. The groups should reflect diversity. They should make any necessary revisions in the goal and then brainstorm about how the community can accomplish the needs identified in each goal. Emerging from the group sessions will be the beginnings of a community action plan and the methods for measuring progress toward the community education goals.

VI. REVIEW OF COMMUNITY GOALS AND ACTION PLANS

Each group will appoint a spokesperson to report briefly on their assessment of the goal's relevance to the community. This part of the meeting should go quickly, focusing on key questions and highlights of the action plan.

VII. ADOPTION OF GOALS AND COMMUNITY ACTION PLANS

The meeting facilitator will ask for a motion to formally adopt the goals and action plans.

VIII. ESTABLISH COMMITMENT

The facilitator will ask each citizen for a pledge to work toward the established goals and ask for volunteers to lead task forces or goal groups. It may be wise to identify some key individuals ahead of time. Names and contact numbers will be taken from volunteers. (see sample sign-up form). The next meeting will be discussed (time, date, tentative agenda, who else to bring).

IX. ADJOURNMENT

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Another approach to a community goals meeting can be seen in the following agenda.

SAMPLE AGENDA

I. WELCOME

Brief speeches by superintendent and local goals panel president.

II. COMMITTEE REPORTS

Short reports on what our action committees have been doing in the last month.

III. REPORT ON SURVEY RESULTS

This month our survey committee has finished evaluating the data from last month's survey. Full copies of the report will be sent to every house and printed in the local newspaper.

IV. DISCUSSION OF SURVEY RESULTS

Identify specific issues revealed by the data and decide which changes we want to make our top priorities.

V. VOTE ON TOP PRIORITIES

VI. DISCUSSION OF OBJECTIVES

Formulate goals and objectives for these priorities.

VII. DISCUSSION OF METHODS

Determine how our goals panel can accomplish the changes necessary to achieve these goals.

VIII. VOTE ON METHODS

IX. NEW COMMITTEES

Form new committees to work on these priorities.

SIGN-UP SHEET

GOAL: ____________________

I am interested in helping work on activities related to this goal and helping plan how our community can reach this goal.

1) ____________________
name address phone

2) ____________________
name address phone

3) ____________________
name address phone

4) ____________________
name address phone

5) ____________________
name address phone

6) ____________________
name address phone

7) ____________________
name address phone

8) ____________________
name address phone

9) ____________________
name address phone

10) ____________________
name address phone

11) ____________________
name address phone

12) ____________________
name address phone

13) ____________________
name address phone

14) ____________________
name address phone

15) ____________________
name address phone

……

SURVEY TIPS

- **Tell people why you want the information.** Level with respondents about why you are asking their opinions and what use you intend to make of the answers. Explain your reasons for the survey in a letter accompanying the questionnaire.

- **Don't ask too many questions.** Long, involved surveys get dropped in the wastebasket. Especially in your initial efforts, ten simple questions should be plenty. Limit questions to one subject each.

- **Make it easy.** Give simple directions and provide for simple responses, such as checking boxes or filling in spaces. Make sure the questionnaire is easy to read. Use plain type, a duplicating process that produces sharp copies, and a layout that leaves enough space between questions. Underline key words.

- **Publicize your survey.** Let community members know that you are planning to conduct a survey and stress that its purpose is to get input from people on improving education

- **Make it easy to return.** Provide an addressed, postage-paid envelope along with the questionnaire.

- **Follow up to ensure a good response rate.** There are a number of ways to do this — bulletin-board notices, reminders by phone, or additional mailings. Some pollsters send a second copy of the questionnaire stamped: "Second request. Please disregard if you have already returned the completed questionnaire." Others find that a postcard reminder brings results and avoids the danger of some people absentmindedly returning two questionnaires.

- **Report the results of your survey to the community.** However, keep in mind that raw numbers can be misleading. Discuss your findings within an interpretative framework. If, for example, there is criticism of a program, it may not mean that the program is deficient but that you may need to do a better job of explaining it. Also, answers to related questions may need to be looked at in tandem, or the impact on attitudes of an unusual situation may need to be considered.

- **Translate your findings into action.** Once you have used the survey information, feed the findings into your next analysis step and adjust the planning and action/communication steps accordingly. Then, survey on the same points during the next evaluation stage. Periodic formal feedback will either substantiate the informal readings you take or alert you to problems in your day-to-day communications channels.

(Adapted from the Communications Workers for America)

CASE STUDY: Omaha 2000

A Survey Helps Paint the Common Vision for Education Reform

When Omaha 2000, a National Education Goals effort started by the Greater Omaha Chamber of Commerce in Nebraska, needed to choose a direction for change, they turned to those most in touch with what was important in Omaha — the citizens themselves.

"We wanted to know where are we now, and where do we **think** we can go," said Connie Spellman, vice president for education for the Chamber of Commerce. The Chamber formed a core coalition of community leaders from education, business, labor, civic, government, religious, and parent organizations. Over 400 Coalition volunteers produced a preliminary report of 125 strategies the community could follow to help achieve the National Education Goals.

Though the volunteers were a reflection of the whole community, Spellman recognized that the report was only preliminary. For real change to take place, there had to be a stronger mandate based on community consensus.

Out of the 125 strategies, the core coalition of Omaha leaders selected the 55 strongest to create a "consensus ballot." With the help of a local printing company, they produced a survey that was distributed in the *Omaha World-Herald* newspaper and through the network of organizations that were involved in drafting the preliminary report.

During the survey campaign, over 200,000 homes in the community received the ballot, and over 50,000 people shared their views on the recommendations. The response to the survey was greater than the turnout for Omaha's primary municipal elections!

The leaders of the Omaha 2000 effort used the survey responses to choose reform initiatives on issues important to the community. Spellman found that the survey "helped validate that we were on the right track." People become more involved in the reform efforts, talking about education and how everybody in the community could help out. Initiatives were much more easily accepted because people felt that the survey made them a part of the decision-making process.

Among the crucial issues brought to light by the survey were the need for children to be better prepared to begin school, and the need for students to be ready for work after graduation. In response, Omaha 2000 launched two initiatives: a pilot project to teach students the most critical skills required in over 50 of the most prevalent jobs in the community, and a model program that aims to double the number of children served by early childhood care and education.

One of Connie Spellman's favorite sayings is, "Coming together is beginning, keeping together is progress, and working together is success." The success of the Omaha 2000 survey brought that wisdom to life.

(For more information contact Winnie Callahan (402) 557-2222 or Connie Spellman (402) 346-5000 at the Greater Omaha Chamber of Commerce.)

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SAMPLE SURVEY

Omaha 2000, a community education reform effort in Nebraska, has developed a survey that might be used as a model. Following are the cover letter and excerpts from the questionnaire.

SAMPLE COVER LETTER FOR SURVEY

Thank you for taking time to respond to our community survey. We are looking for your help in learning about the issues that members of our community find important in the lives and education of our children. We will use these responses to develop programs targeted toward the issues identified by citizens like you.

The survey is made up of a series of statements related to aspects of children's lives and education. All you need to do is read each statement and decide whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

Code your responses as follows:
1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Please circle the appropriate number for each response.

Thanks again for being a part of our community effort to provide children with the best education possible.

HEALTHY KIDS

All children should be immunized by age 2
1 2 3 4

School nutrition services should include breakfast
1 2 3 4

Prenatal care should be accessible to all pregnant women
1 2 3 4

DRUG-FREE KIDS

Anti-drug and anti-violence education programs should be presented to all youth
1 2 3 4

Parents' actions should support anti-drug and anti-violence policies
1 2 3 4

Chemical dependency treatment programs should be available and affordable for all youth
1 2 3 4

Community standards should enforce strong anti-drug, anti-violence policies
1 2 3 4

SAMPLE SURVEY continued

FAMILY SUPPORT

The family should be the primary center for learning
1 2 3 4

Parenting education programs should be available for all parents
1 2 3 4

Preschools and parenting education programs should encourage family literacy
1 2 3 4

Math and science refresher courses should be available for all adults
1 2 3 4

COMMUNITY SUPPORT

Our community should appreciate and embrace the growth of diversity
1 2 3 4

Every citizen should be responsible to assist students and support education
1 2 3 4

Head Start programs should be available for all eligible 3- and 4- year olds
1 2 3 4

Preschool programs should be available in all school districts
1 2 3 4

All children should have a personal mentor available to assist them
1 2 3 4

Elements of Systemic Reform of K-12

(Adapted from the State Goals 2000 Action Plan)

1. ***Teaching and learning, standards and assessments.*** What are we doing to raise expectations for every child? Are we improving the curriculum, instructional materials, professional development, student assessment, use of technology, and more? Is our state developing high standards in core subjects, and are our improvements in teaching and learning directed at helping all children reach those high standards? Are we creating time for teachers to share ideas?

2. ***Opportunity-to-learn standards or strategies and program improvement accountability***. Are all our students getting quality instruction? Do all our teachers participate in quality professional development? Are all our schools safe, disciplined, and drug-free? How do we help low-performing schools?

3. ***Technology***. How are our teachers and students using technologies? What is our plan for helping them use technologies more powerfully? Is our planning related to technology integral to, and integrated with, our work to move all children toward high academic standards?

4. ***Governance, accountability, and management of schools.*** Does each school have the authority and capacity to make its own decisions about staffing, budgets, and other issues? Does each school have strong leadership? Does our school district have a coherent system for attracting, recruiting, preparing and licensing, evaluating, rewarding, retaining, and supporting teachers, administrators, and other school staff? Is this system tied to high academic standards? Do we provide incentives for students, teachers, and schools to work hard and reach high levels of performance? Are we encouraging schools to seek waivers from rules and regulations that stand in the way of excellence?

5. ***Parent and community support and involvement.*** Are we taking steps to help families so that all children enter school ready to learn? Are we improving communication between school and home? Are we creating a "whole community" partnership to improve teaching and learning? Are we enlisting partners throughout the community — grandparents and senior citizens, employers and volunteer groups, libraries and community colleges, churches and media, social service agencies and law enforcement, and others? Are we reporting regularly to the community about our progress?

6. ***Making improvements system-wide.*** Are we encouraging innovation — and making time for planning it — in every school? Are we providing opportunities for all teachers and school staff to learn and continuously improve instruction? Are there vehicles by which teachers and principals can share ideas and models — newsletters, computer networks, and conferences?

7. ***Promoting grass-roots efforts.*** Does our local school district respond to the needs and experiences of parents, teachers, students, business leaders, and other community members?

8. ***Dropout strategies.*** What are we doing to help all schools become places where learning is meaningful, and where all students feel they belong? Do we reach out to students who have left school, and invite them to earn their diploma through a range of educational options?

9. ***Creating a coordinated education and training system.*** Does our community have programs to help students make the transition from school to work? Are these programs designed to provide participating students with multiple career options (i.e., immediate employment in a high-wage, high-skill, career-oriented job; further education and training; or postsecondary education at a four-year institution)? Do these programs hold participating students to the same high academic standards called for in Goals 2000? Are these programs built around a multi-year sequence of learning at work sites and at school — learning that is connected and coordinated?

Strategy Chart

GOALS	ORGANIZATIONAL CONSIDERATIONS	ALLIES & OPPONENTS	CHANGE AGENTS	ACTION STEPS
■ What are the long-term goals of the campaign? Remember that building your organization is always one of the long-term goals. **Milestones** ■ What are the steps to get you to your goals?	■ List the resources your organization has to offer including: money, time, facilities, supplies, etc. ■ List the ways you want to strengthen your organization through this campaign. ■ List your organizational limitations.	To describe allies and supporters, answer these questions: ■ Who has a stake in this issue? ■ Who gains when we accomplish our goals? ■ Which organizations are concerned with education? List the useful resources of your supporters. To describe opponents answer these questions: ■ Who would loose if your effort succeeds? ■ Who might be afraid your effort will challenge their agenda? List the resources of your opponents.	Who through their actions, behavior, attitudes or opinions can achieve your objectives? Remember change agents are usually people not institutions.	For each change agent, list the action steps your organization and your allies will take to create the desired changes in his or her actions, behavior, attitudes or opinions.

Adapted from *Organizing for Social Change,* *Midwest Academy 1991*

Strategy Chart

GOALS	ORGANIZATIONAL CONSIDERATIONS	ALLIES & OPPONENTS	CHANGE AGENTS	ACTION STEPS

Adapted from Organizing for Social Change, Midwest Academy 1991

Case Study: Allegheny Policy Council

Developing a Common Vision

A community in western Pennsylvania answered the call to action issued by the National Education Goals to provide students with top-notch science and math education. For the Allegheny Policy Council, a collaboration of local leaders in education, business, government and foundations working to prepare students for the future, the goal was a challenge "to determine how to best use the resources of the region to equip all its students with the math and science literacy that they will need to fully participate in the 21st century." To meet the challenge, Allegheny County developed an action plan based on the opportunities available in schools and in the region to improve science and math education.

In January 1994, the Policy Council invited each of the 43 school districts in Allegheny County to assemble a six-person team, including a school board member, a school administrator, a science teacher, a math teacher, a student, and a parent or community member. Each team was asked to identify the strengths, weaknesses, threats, and opportunities confronting their math and science education efforts. In addition, the school district teams were asked to list initiatives that were under way to improve math and science education.

Following the surveys of each school district, the Council held a conference with over 200 participants from the community. Participating school districts sent their teams to talk about the future of science and math education with representatives from businesses, professional associations, and universities.

During the day-long conference, participants crafted a plan to guide regional action. The agenda for the conference was set by a pre-conference survey that revealed current needs, strengths, and weaknesses. The resulting agenda for the conference was designed to give participants full input in determining what a regional effort in math and science should be like.

Participants were asked for input which would "lead directly to a regional plan for focusing our resources to improve math and science. The resulting plan will guide regional action. It will be used to indicate regional consensus to secure national funding and to guide local allocation of resources."

Thirty-seven groups of four to seven people met to discuss the goals of the campaign and more than twenty-three of the groups identified four which needed to be given top priority: providing technology for students, creating a professional development institute for teachers, creating a clearinghouse for teaching materials in math and science, and partnering mathematics and science professionals with teachers in schools.

The groups at the conference agreed that a steering council for their reform efforts should emphasize math teachers and science teachers but should also include students, school board members, parents and community members, and representatives of higher education, corporations, nonprofit groups, and the philanthropic community.

With goals and objectives set by the key participants in math and science reform, the next steps will be coordinated by a consortium of libraries and museums which provides resources to educators, including science and math teachers. Activities will include setting up a steering council to guide the regional effort, fundraising, and advancing the effort nationally as a model of regional collaboration and excellence in science and math learning.

(For more information call the Allegheny Policy Council: (412) 394-1200)

CASE STUDY: Allegheny Policy Council Strategy Chart

This sample strategy chart demonstrates how the Allegheny Policy Council might fill out the chart. It takes one of the four objectives identified at the Allegheny Community meeting as a long term goal -- providing technology for students.

GOALS	ORGANIZATIONAL CONSIDERATIONS	SUPPORTERS AND OPPONENTS	CHANGE AGENTS	ACTION STEPS
Long-Term Goal: Provide more technology for our students. **Milestones** **Medium-Term:** ■ Ensure that every high school math class has a full class set of graphing calculators. **Short-Term:** ■ Include graphing calculators in the School District budget for next year.	We have a lot of time, but not a lot of money. Several members have personal computers at home that they are willing to use to make fliers, etc. One of our members is a math teacher who has some experience working with the school district budgeting process.	**Supporters:** High school students who don't have calculators, and their parents. Other math teachers. The local math teachers organization. Business leaders from the local Hewlett Packard plant. **Opponents:** A group of parents who believe that calculators in the classroom keep students from learning how to do basic math. This group has organized on other education issues before. District personnel who would like to use the money for something else.	■ School district math curriculum specialist who usually drafts the budget requests for the high school math departments of the district. ■ The chair of the school board has been willing to support technology budget items in the past but is sympathetic to the parents who oppose the use of calculators in the classroom. Her position usually carries budget item votes at school board meetings.	1. Set up a meeting with the Math curriculum specialist to gauge her support for this measure. Request that she include graphing calculators as part of her budget proposal. 2. Meet with the chair of the school board to determine her position on the issue. Ask to put the issue of funding graphing calculators on the School Board agenda. 3. Seek the assistance of the local math teachers association to ensure supportive math teachers attend the school board meeting when they will vote on this issue. 4. Get the president of Hewlett Packard to write the chair of the school board a letter supporting the proposal. 5. Get several members of the organization to draft editorials to appear in the local paper the week before the school board meeting.

CASE STUDY: Lehigh Valley 2000

How One Community is Reporting Progress

THE TASK FORCE

In late 1991, the Lehigh Valley 2000 Business-Education Partnership established a Community Report Card task force and charged it with developing a reporting process that would track the community progress in attaining both the National Education Goals and the community goals. The task force, consisting of more than sixty volunteers representing a diverse community base, joined the partnership effort. Realizing that education is a joint responsibility and a lifelong process, the team centered its approach on engaging the entire community in the educational process, rather than just the school systems. To that end, the task force identified eight stakeholders who were customers and suppliers of education: parents, students, teachers, schools, higher education, community organizations, business, and industry.

DATA GATHERING

The task force decided that, to the extent possible, objective data would need to be gathered (e.g., how many times a week do you spend talking with your child about school-related events), so that the community report card would be based on fact, and not subjective judgment. The task force also felt strongly about using indicators that were directional — that is, if there was an increase or decrease on a particular indicator, it was clear whether the change was positive or negative. Finally, the task force recognized the importance of keeping a large percentage of the questions constant (realizing, however, that some fine-tuning may be necessary for clarification, or new questions added in the future) so that progress could be measured over time.

With the *Handbook for Local Goals Reports* serving as a principal resource, the task force began to generate "key questions" (for examples of key questions asked by the Goals Panel, please refer to each National Education Goal chapter in the Handbook for Local Goals Reporting). Seven surveys were developed — each tailored to address issues of concern to each stakeholder group and centered around the National Education Goals and those goals specific to the Lehigh Valley community. For example, teachers were asked about adequacy of training, student completion of homework, and disruptions in the classroom; parents were asked how often they talk with teachers about their child's performance; whether they provide certain "learning resources" at home, such as a dictionary, encyclopedia, magazines, newspapers, and books; and how much time they spend with their child discussing school events. Students were asked about homework, how much they do and how often they do it; they also were asked whether they felt challenged at school, how much TV they watch, and how much they read for fun. Certain questions were asked of all groups, including, "Are today's students and graduates being adequately prepared for employment, citizenship, and responsibilities of adulthood?"

CASE STUDY CONTINUED . . .

THE RESULTS

Nearly 9,000 surveys were distributed in late 1992. Some of the results included:

- 27 percent of the teachers surveyed responded that they frequently deal with verbal abuse and discipline issues.
- Only 35 percent believe that they received excellent training in teaching techniques.
- Six out of ten parents reported limiting the number of hours their children watch TV, while 95 percent reported listening to their children's work and school experiences.
- Two-thirds of students reported that other students' misbehavior interferes with their ability to learn. Nearly one-fourth reported that threats or injuries by other students affected their ability to learn.
- More than one-third of parents and 60 percent of higher education institutions believed that students were adequately prepared for employment, citizenship, and responsibilities of adulthood. However, only one out of ten community organizations and business and industry groups reported these same beliefs.

"Responses to the survey have driven the creation of our community report card," says chair of the task force, Janet Stainbrook. "It has provided us with a snapshot of the community's perceptions of where we are, and where we need to go. We have perceptions of its education system — many believe ours is fine, it's the other communities that need improvement. We expect the report card to be a vehicle to get the entire community involved in our education system and allow for communication to expand among our stakeholders."

(For more information on the process, the data gathering, and the results, please contact Lehigh Valley 2000 at (610) 954-0330.)

Community Organizing Tips

If you are ready to begin the process of improving education in your community, don't forget the following:

IDENTIFY A LEADERSHIP TEAM.

The first step on the road to improving education in your community is a group of committed people saying, "We can do better for our community and our kids." Pick members for your leadership team who have the time and energy to stick with the task.

DEVELOP A COMMON VISION.

Use the National Education Goals as a framework to help you decide what needs to be done in your community.

HOLD A COMMUNITY MEETING.

You need to get the whole community involved in developing and implementing activities.

CONDUCT SURVEYS.

Surveys can do more than help you gather information, they can also build community ownership of reform.

SET GOALS FOR YOUR COMMUNITY.

Make sure your campaign is about winning concrete victories so it does not die after an initial push for recognition.

DEVELOP A STRATEGY.

Without a plan for accomplishing your goals, you will lose momentum quickly.

IMPLEMENT THE STRATEGY AND EVALUATE THE RESULTS.

Find out where your schools and community stand on meeting the National Education Goals.

KEEP UP THE MOMENTUM.

While coalition-building, town meetings, and a local goals report are important, attaining the goals and meeting standards will require a long-term effort.

Business and Labor Leaders′ Checklist

American business and labor participation is vital to Goals- and standards-based reform. Governors and planning committees can suggest ideas, but no sector of society has greater potential energy in this crusade than the business and labor communities. They can make the goals work by building community support, helping to measure effectiveness, and defining required work-force skills that could be matched to academic achievement targets.

How can business and labor leaders implement the National Education Goals? They can:

- ☐ Spread information about the Goals throughout their corporate communities — starting with teaching their employees/union members what they can do to help their children attain the Goals.
- ☐ Form coalitions with other businesses, schools, and community organizations to involve them in local goals- and standards-based efforts community-wide.
- ☐ Identify the skills and knowledge businesses require of workers; work with local education agencies to ensure that these skills are incorporated into the content standards.
- ☐ Work with other business and labor leaders to develop a school-to-work transition program for high school age students.
- ☐ Start a mentor program where employees work with students.
- ☐ Lend employees to the local school district to teach classes in their area of expertise.
- ☐ Facilitate challenging teacher training programs.
- ☐ Ask to see grades, work portfolios, and other progress reports when interviewing potential employees.
- ☐ Donate computers, televisions, VCRs, satellite dishes, and other materials to schools.
- ☐ Allow flexibility for employees who are parents to attend conferences and other events at their children's schools.

Parents′ Checklist

Parents are vital to a Goals- and standards-based reform campaign. A checklist of activities for parents might suggest that they:

- ☐ Spend at least half an hour of personal time every day talking with their children about his or her accomplishments, plans, and worries, without distractions like the TV or radio.
- ☐ Make homework a priority. They might consider keeping the television off until all homework has been done, or requiring their children to post the night's assignments on the refrigerator for review.
- ☐ Explain to their children the reasons why drugs are unacceptable.
- ☐ Think of activities around the home to do with their children that are related to their children's schoolwork or skills their children are learning in school.

PARENTS OF PRESCHOOL-AGE CHILDREN CAN ALSO:

- ☐ Make sure their children have received all of the appropriate vaccinations and health care to arrive at school with healthy minds and bodies.
- ☐ Give their children a balanced and nutritious diet.
- ☐ Read with their children at least once a day.
- ☐ Consider preschool options in their area. Low-cost alternatives are available through Head Start and many local churches, synagogues, and civic organizations.

PARENTS OF GRADE-SCHOOL CHILDREN CAN ALSO:

- ☐ Get library cards for their children.
- ☐ Regularly touch base with their children's teachers to monitor their children's progress and get ideas for how they can support their children's work.

PARENTS OF HIGH SCHOOL STUDENTS CAN ALSO:

- ☐ Find out from their district office how their children's school compares academically to others in their area and whether it is improving or worsening and why.
- ☐ Push their children to take the most difficult classes offered.
- ☐ Encourage their children to sign up for extracurricular programs and classes and limit after-school jobs.

Educators´ Checklist

Educators are closest to the students in the academic environment. They have the best sense of what is needed to improve education. They can:

☐ Set clearly defined standards for what they expect their students to know in each class.

☐ Establish a Goals Action Committee in their school made up of key teachers and administrators.

☐ Examine the evolution of their personal expectations for students. Have their standards risen or fallen? Would a student's work that earned a "B" years earlier receive a better or worse grade today?

☐ Work with other staff members to develop interdisciplinary curriculum that is aligned with the National Education Goals and Standards. An English teacher might think of creative ways to include science in the curriculum.

☐ Make school more relevant for students by inviting local business leaders into their classes to explain how they use their education in the workplace, why a high school diploma is critical to finding a good job, and what they look for in hiring new employees.

CASE STUDY: Edmonds, Washington

A Community Conversation about Education

The Edmonds School District in Washington successfully took on the challenge of education goals- and standards-based reform by making its effort as inclusive as possible. The district invited everyone to share ideas about student learning.

Edmonds school officials began the process with a district-wide mailer asking residents to contribute to the discussion. The mailer included a time-line explaining the process of reforming education and detailing how community members could participate at each phase. Sylvia Soholt, who works in Edmonds' planning and community relations division, says they deliberately chose a process involving multiple drafts of each phase because "it gives the message that you are open to change."

At the first meeting, the discussion focused on student achievement and learning. Participants drafted a list of the skills and academic studies they wanted for their students and then sent the draft to the entire community. The text was not presented as a writ from the school district, but rather as "this is what your neighbors said students should learn and be able to do."

By sending the draft to everybody in the community, the school district was able to deflect charges of being exclusive. District officials carefully documented the originator of each idea to demonstrate that the plan was developed by the community, not by school officials.

In a meeting to discuss the first draft, some raised religious doubts about the reform effort. They said they feared the schools would take charge of rearing children, teaching non-Christian values instead of improving academic skills. Some suggested that computers would monitor and mold children into automatons.

Faced with these objections, the superintendent, Brian L. Benzel, knew he could not just dismiss the criticisms as misguided. He felt that the school district needed to clarify the purpose behind the reform effort before releasing a second draft of the document. Benzel approached Edmonds' ministers and invited them to a meeting on the education reform efforts.

At the meeting, the superintendent addressed the expressed fears and explained what the reform movement was really trying to do. He said he believed that they misunderstood the district's intentions, but thought their concerns were important. He let the ministers talk about education. They all agreed that education needed to be improved and that it was important to define student skills.

In the course of the conversation, it became clear that the religious community was not walking lockstep against reform. Reform meant something different to each minister. It appeared that the ministers simply wanted to be part of the debate. As a result of this positive meeting, they carried the message back to their congregations that the school reformers were willing to listen and be inclusive.

Following these meetings, the school district made revisions that incorporated the objections and reflected the concerns of the whole community. The district removed confusing jargon from the draft. For example, people had objected to defining "critical thinking" as a skill — they believed it suggested that children should be taught to be critical of their parents. So the second draft defined "thinking and problem-solving" as the ability to "think creatively and develop innovative ideas and solutions" and to "think critically and make independent judgments."

To address the concern that the district was stressing some skills over others, it developed a poster depicting the skills and abilities a student needs as a "tapestry of learning," where all the elements have equal importance and are woven together.

The school district is now moving to the next step. They are creating assessment tools to measure the standards they have developed, using the same strategy of full community involvement.

(For more information contact Sylvia Soholt (206) 670-7044 at the Edmonds School District.)

LOCAL GOALS REPORTING HANDBOOK

LOCAL GOALS REPORTING HANDBOOK

National Education Goals Panel Members: 1993-94

Governors

John R. McKernan, Jr., Maine, Chair (R)

Evan Bayh, Indiana (D)
Arne H. Carlson, Minnesota (R)
Jim Edgar, Illinois (R)
John Engler, Michigan (R)
Michael Leavitt, Utah (R)
E. Benjamin Nelson, Nebraska (D)
Roy Romer, Colorado (D)

Members of the Administration

Carol H. Rasco, Assistant to the President for Domestic Policy (D)
Richard W. Riley, Secretary of Education (D)

Members of Congress

U.S. Senator Jeff Bingaman, New Mexico (D)
U.S. Senator Thad Cochran, Mississippi (R)
U.S. Representative Dale E. Kildee, Michigan (D)
U.S. Representative William F. Goodling, Pennsylvania (R)

State Legislators

State Representative Anne Barnes, North Carolina (D)
State Representative Spencer Coggs, Wisconsin (D)
State Senator Robert T. Connor, Delaware (R)
State Representative Doug Jones, Idaho (R)

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INTRODUCTION

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INTRODUCTION

What is the Purpose of the Handbook?

This Handbook is designed to guide you as you begin developing a local assessment of your community's progress toward the National Education Goals. It is organized around those questions that the National Education Goals Panel has used to measure national and state progress in its annual Goals Reports. We hope that it serves as a starting point for the development of a clear vision of where your community stands in relation to achieving the National Goals and of what needs to be accomplished between now and the year 2000.

What is the History of the Goals and the Goals Reports?

Recognizing that our country's future rests on quality educational opportunities for all Americans, the President and the nation's governors met in Charlottesville, Virginia, in 1989 at an historic Education Summit. There they resolved to set ambitious National Goals, based on a belief that America needed a totally new vision of education. At the heart of this vision are the National Education Goals established in 1990, which state that by the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
- U.S. students will be first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the U.S. will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Two additional Goals were added with the passage of the GOALS 2000: Educate America Act. These also state that, by the year 2000:

- The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Because national and state leaders believed that adopting National Goals would prove an empty gesture without holding ourselves accountable for their success, the National Education Goals Panel was established in July of 1990 to assess and annually report state and national progress toward achieving those Goals every year until the year 2000. The Panel is independent and bipartisan, and membership consists of eight governors, two Administration officials, four members of Congress, and four state legislators. The Panel's first report, entitled The National Education Goals Report: Building a Nation of Learners, was released in September of 1991; the second was released in September of 1992; and the third was released in September of 1993.

What Did the Past Three Goals Reports Tell Us?

The focus of each Goals Report has been twofold: reporting to the nation and each state on the progress that has been made toward reaching the Goals, and elaborating on issue areas integral to education reform.

Reporting to the Nation and States

The three National Education Goals Reports reflect the Panel's sustained commitment to evaluate our performance fully and frankly. Past Goals Reports showed that we are making progress in some areas. Over the past 20 years, the percentage of 3- to 5-year-olds enrolled in nursery school nearly doubled. Between 1982 and 1992, the percentage of students who dropped out between the 10th and 12th grades has been cut nearly in half. The numbers of students taking Advanced Placement examinations has been steadily increasing. And the use of drugs by high school seniors has decreased significantly.

However, past Goals Reports have also shown that nearly one-half of all infants born in the United States begin life with one or more factors (such as tobacco or alcohol use by their mothers) that are considered risky to their long-term educational development. About one in every five students in Grade 4 and one out of every four students in Grade 8 met the Goals Panel's performance standard in mathematics; one in four 4th graders met the standard in reading. Nearly half of all adults are not likely to be able to perform the range of complex literacy tasks the Goals Panel considers important for competing successfully in a global economy. And 53% of 10th graders believe that the misbehavior of other students interferes with their own learning.

The positive accomplishments reported in the past Goals Reports are a result of purposeful action from a revitalized American commitment to quality education. However, overall indications are that we as a nation are falling short of what we need to accomplish if this country is to remain secure and prosper in the global economy.

Areas Integral to Education Reform

The 1992 Goals Report highlighted the importance of American educational performance in a global and competitive context. Some of its findings concluded that American parents seem more easily satisfied with their children's academic performance than parents in higher-performing nations. Significant American achievement gaps, relative to other nations, may be present as early as first grade, and the gap grows as students get older. And American workers are less likely than German or Japanese workers to anticipate a need to upgrade their present job skills.

The focal point of the 1993 Goals Report was to describe the movement toward nationwide standards. Soon after the creation of the Panel, it was recognized that for the Goals to be achieved, clear nationwide standards, reflecting what it is we want all students to know and be able to do, needed to be developed. The 1993 Report specifically characterized examples of what students should know and be able to do and the process by which standards are currently being set in the United States.

Why Should Local Communities Develop a Local Goals Report?

The National Education Goals Panel's work to date reflects the nation's and the states' commitment to informing themselves on how much progress they are making toward achieving the Goals. For these Goals to be taken seriously, for these Goals to represent real targets and not just aspirations, local communities need to become involved and to inform themselves as well.

We cannot hope to achieve the National Education Goals unless we all know what progress we are making toward them. National statistics are not enough -- an accurate local assessment of educational performance in your community can help to determine which efforts are falling short and to suggest areas that must be improved.

What Basic Characteristics Should Local Goals Reports Incorporate?

The National Education Goals Panel urges local communities to incorporate five characteristics used in the Panel's Goals Reports into its own goals reporting structure.

Results Oriented

The Goals Panel has chosen to emphasize results, not inputs, that focus on the difficulty of the circumstances that confront us. The primary purpose of local goals reports should be to inform the community where it is succeeding or failing to make progress toward the National Education Goals. While your local community may wish to include other information in your goals report, emphasizing performance results should be the central focus.

Voluntary National Standards

The National Education Goals call for all students to demonstrate competency in challenging subject matter as preparation for responsible citizenship and productive employment. To achieve this, we as a nation must be concerned that all of our students meet high expectations, instead of gaining only minimal skills. While you may only have results from basic, minimum skills tests to measure student achievement, your community needs to move forward and begin to measure achievement against the highest standards available.

For more information on voluntary national standards, see the Guide to Goals and Standards in the Toolkit.

Breadth of Indicators

The Goals Report does not just cover one subject area, one grade level, or even only K-12 education. The National Education Goals cover prenatal health care to lifelong adult learning. Your local goals reports should similarly contain information from many different sources, covering the entire life spans of the citizens in your community.

Measuring Progress Over Time

Each year the Goals Report will measure national and state progress against past performance, allowing the nation and each state to compare themselves over time to their own progress toward achieving the Goals. Your first local goals report should be used similarly as a baseline by which to measure your community's continued progress over the years.

Long-Term Process

The National Education Goals Report is not a one-time publication. The Goals Panel is committed to reporting to the nation and states every year on progress being made toward achieving the Goals. A long-term commitment to this process is essential to local communities as well. In the future, the Panel will continue its work toward developing better measures to fill in its present data gaps, just as local communities should work to fill in theirs.

Who Should Be Involved in Developing Local Goals Reports?

As you begin the process of developing local progress reports on achieving the National Education Goals, the Panel encourages you to take advantage of the resources available in different segments of your community -- from those involved in areas of early childhood development to lifelong learning. You will need the assistance of your local school, government, higher education, health, social services, and community leaders, as well as teachers, parents, students, business leaders, and adult educators. You will need to work closely with your state's department of education to learn what assessment data the state has collected from your community and has available. You also will need to contact other state and local agencies for information on local health, nutrition, and other public programs.

For more information on organizing your community to begin the process of measuring progress, see the Community Organizing Guide in the Toolkit.

How Should the Handbook Be Used When Developing a Local Goals Report?

This handbook lists questions to ask as you begin to measure your community's progress toward the Goals and possible sources of data to answer those questions. Sample survey questions from the Panel's data sources are given. You are encouraged to seek expert advice of data gatherers from local institutions of higher education on broadening those surveys to incorporate other issues in the Goal areas in which your community would have an interest.

This document is a guide to begin your assessment and reporting efforts in relation to the National Education Goals. It provides only a base for your local goals reports. You are encouraged to pursue other information which may be of help when developing your local assessment, such as your state's progress report.

How One Community is Reporting Progress - Lehigh Valley 2000: A Business-Education Partnership

The Task Force

In late 1991, the Partnership established a Community Report Card Task Force and charged it with developing a reporting process that would track the progress of the community in attaining the National Education Goals and the community goals of Lehigh Valley, PA. The Task Force, consisting of more than sixty volunteers, representing a diverse community base, joined the partnership effort. Realizing that education is a community responsibility and lifelong process, the team centered its approach on engaging the entire community in the educational process, rather than just the school systems. To that end, the Task Force identified seven stakeholders -- customers and suppliers of education; parents; students; teachers; schools; higher education; community organizations; and business and industry.

Data Gathering

The Task Force decided that to the greatest extent possible, objective data would need to be gathered (e.g., how many times a week do you spend talking with your child about school-related events), so that the community report card would be based on fact, and not subjective judgement. The Task Force also felt strongly about using indicators that were directional -- that is, if there was an increase or decrease on a particular indicator, it would be clear whether the change was positive or negative. Finally, the Task Force recognized the importance of keeping a large percentage of the questions constant (realizing, however, that some fine-tuning might be necessary for clarification, or new questions added in the future) so that progress could be measured over time.

With the *Local Goals Reporting Handbook* serving as a principal resource, the Task Force began to generate "key questions" (for examples of key questions asked by the Goals Panel, please refer to each Goal chapter). Seven surveys were developed -- each tailored to address issues of concern for each stakeholder group and centered around the National Education Goals and those goals specific to the Lehigh Valley community. For example, teachers were asked about adequacy of training, student completion of homework, and disruptions in the classroom; parents were asked how often they talk with teachers about their child's performance, whether they provide certain "learning resources" at home, such as a dictionary, encyclopedia, magazines, newspapers, and books, and how much time they spend with their child discussing school events. Students were asked about homework, how much they do and how often they do it; they were also asked whether they felt challenged at school, how much TV they watch, and how much they read for fun. Certain questions were asked of all groups. One such question included in all the surveys was, "Are today's students and graduates being adequately prepared for employment, citizenship, and responsibilities of adulthood?"

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The Results

Nearly 9,000 surveys were distributed in late 1992. Some of the results included:

- Twenty-seven percent of the teachers surveyed responded that they frequently deal with verbal abuse and discipline issues.
- Only thirty-five percent of teachers believe that they received excellent training in teaching techniques.
- Six out of ten parents reported limiting the number of hours their children watch TV, while ninety-five percent reported listening to their children's work and school experiences.
- Two-thirds of students reported that other students' misbehavior interferes with their ability to learn. Nearly one-fourth reported that threats or injuries by other students affected their ability to learn.
- More than one-third of parents and 60% of higher education institutions believed that students were adequately prepared for employment, citizenship, and responsibilities of adulthood. However, only one out of ten community organizations and business and industry groups reported these same beliefs.

"Responses to the survey have driven the creation of our community report card," says chair of the Task Force Janet Stainbrook. "It has provided us with a snapshot of the community's perception of where we are, and where we need to go. We have realized that the Lehigh Valley is not unlike other communities across the nation in its perceptions of its education system -- many believe ours is fine, it's the other communities that need improvement. We expect the report card to be a vehicle to get the entire community involved in our education system, and allow for communication to expand among our stakeholders."

For more information on the process, the data gathering, and the results, please contact Lehigh Valley 2000 at (610) 954-0330.

What About New Findings and Data Sources in Future National Goals Reports?

This edition of the Handbook is a "mirror image" of the Goals Panel's most recent Report, which was published in September, 1993. For this reason, this document does not contain information on the two new Goals, Teacher Education and Professional Development and Parental Participation, which were codified into law in March, 1994. A Goals Report will be published annually in the fall containing new and updated information related to each of the National Goals. Based on the findings in the Goals Reports, updated information will be provided to communities as to "where we stand" at the national level in relation to the Goals. In addition, new suggestions as to where to find local information comparable to that used at the national level will be included. The Goals Report can be acquired by contacting the National Education Goals Panel Office.

GOALS AND OBJECTIVES

GOALS & OBJECTIVES

READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

Objectives

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the U.S. will be a child's first teacher and devote time each day helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives

- The nation must dramatically reduce its school dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Objectives

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

Objectives

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in the U.S will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.
- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives

- Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

FORMAT DESIGN

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FORMAT DESIGN

This Handbook is designed to be used as a guide when developing local community goals reports. As mentioned earlier, this edition of the Handbook most closely resembles the Goals Panel's most recent report, which was published in September, 1993. For this reason, this document does not contain information on the two new Goals, Teacher Education and Professional Development and Parental Participation, which were codified into law in March, 1994.

Listed below are the various parts that make up the Handbook.

Goal

Each chapter of this handbook begins with specifying the Goal statement.

Objectives

The Objectives for each Goal are listed below the actual Goal language. Like the Goal statements, these Objectives were agreed upon by the President and the Governors when the Goals were drafted in 1990.

Questions to Ask

This section suggests the types of questions to raise in determining whether the Goal and its corresponding Objectives are being met in your community.

What Do We Know?

This section includes some of the key findings from the 1993 National Education Goals Report to answer whether the Goals and Objectives are being met at the national level, and suggestions on how to answer whether the Goals and Objectives are being met in your community.

For More Information

At the end of each Goal chapter is a list of sources that can provide more information in specific Goal areas for those communities that want more technical information on the data used at the national level. In addition, various data elements are defined to permit your local goals report to be comparable with the national Report.

READY TO LEARN

- Questions to ask
- What do we know?
- For more information

READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

Objectives

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the U.S. will be a child's first teacher and devote time each day helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Questions to Ask

Kindergarten Measures of Readiness For School

To what degree are children entering school ready to learn?

Pre-Kindergarten Measures of Readiness For School

What are the early indicators that young children will enter school ready to learn?

Early Childhood Health and Nutrition

- How many low-birthweight babies are born each year?
- How many mothers receive adequate prenatal care?
- How many children have access to regular health care and receive proper nutrition?
- How many have health insurance or Medicaid?

Preschool Participation and Quality

- How many at-risk children participate in preschool programs?
- How many existing preschool programs are of high quality?

Parental Activities with Preschoolers

- How much time do family members regularly spend with their preschool children on activities that will help their children learn and grow?

What Do We Know?

Kindergarten Measures of Ready to Learn: Key Findings from the 1993 National Goals Report

At this time, there is no sound way to measure whether a child is ready for school. To help us answer this question at the national level, the Goals Panel has endorsed the development of an Early Childhood Assessment System. This system will collect information about a nationally representative sample of children -- from their teachers, their parents, and from the children themselves -- at several times during the kindergarten year. The information collected will address five critical dimensions of children's growth and readiness for learning. These dimensions and their preliminary definitions are:

Physical Well-Being and Motor Development

- The various aspects of a child's health and physical growth, ranging from being rested, fed, properly immunized, and healthy, to the development of skills and abilities for running and jumping and using crayons and puzzles.

Social and Emotional Development

- The sense of personal well-being that allows a child to participate fully and constructively in classroom activities -- by taking turns, following directions, working independently and as a group member, and developing friendships.

Approaches Toward Learning

- The qualities of curiosity, creativity, motivation, independence, cooperation, interest, and persistence that enable children from all cultures to get involved in and maximize their learning.

Language Usage

- The uses of oral and written language -- talking, listening, scribbling, composing, and being read to -- that enable children to communicate effectively with others and express their thoughts, feelings, and experiences.

Cognition and General Knowledge

- The familiarity with basic information, including patterns and relationships, causes and effects, and solving problems in everyday life.

Suggestions for Local Goals Report Data: Direct Measures of Ready to Learn

The Goals Panel is eager to ensure that the information collected contributes to local efforts to provide more appropriate services for children and that the common unintended side effect of labeling and tracking any individual child be avoided. In particular, the Goals Panel suggests that local communities align their efforts with the four principles upon which the Early Childhood Assessment System will be built:

- Five dimensions and definitions of readiness;
- Collection of data from more than one source (including parents, teachers, a trained early childhood professional, and the children themselves);
- Collection of data at more than one point in time; and
- Avoiding the categorizing of children as simply "ready" or "not ready."

Pre-Kindergarten Measures of Ready to Learn: Key Findings from the 1993 National Goals Report

What are the early indicators that young children will enter school ready to learn?

Early Childhood Health and Nutrition

Prenatal Care

- In 1990, 76% of all mothers received prenatal care during their first trimester of pregnancy; 18% did not begin prenatal care until their second trimester; and 6% did not begin until their third trimester or never received prenatal care.

Birthweight

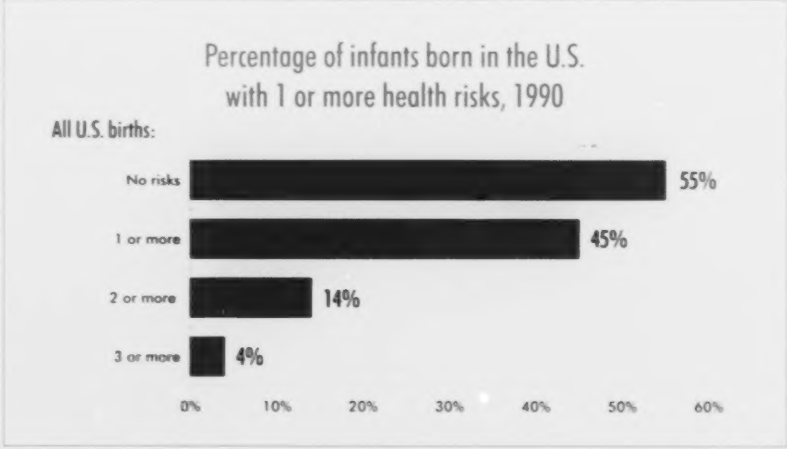
- In 1990, 93% of infants born in the United States were above the standard for low birthweight, while 7% were below the standard.

Health Care

- During 1990, nearly one-half of all infants born in the U.S. began life with one or more factors that are considered risky to their long-term educational development. (See "Technical Notes" at the end of this section for a description of the risks.)
- In 1991, only 37% of all 2-year-olds had been fully immunized for major childhood diseases.

Suggestions for Local Goals Report Data: Early Childhood Health and Nutrition

- Contact your local and/or state public health department to find out whether data are collected on such health-related areas as birthweight, prenatal care, health care, and nutrition.
- Contact the National Governors' Association to request a copy of the pamphlets *Benchmarks for Educational Success* or *Every Child Ready for School* to use to report your progress toward Goal 1.



Preschool Participation and Quality

Preschool Participation

- In 1993, a little more than half of all 3- to 5-year-olds were enrolled in preschool.
- Eighty-one percent of all 3- to 5-year-olds from families with incomes of $75,000 or more were enrolled in preschool; less than half were enrolled who come from families with incomes of $30,000 or less.

Preschool Quality

- In 1990, preschool centers were more likely to meet recommended standards for group size and child/staff ratios for 3- to 5-year-olds than for infants and toddlers.

Suggestions for Local Goals Reports Data: Preschool Participation and Quality

- Contact your state human services department and your state department of education's early childhood education department for possible information regarding the quality of preschools and licensing requirements in your state.
- Contact your local National Association for the Education of Young Children (NAEYC) affiliate regarding the quality of your local preschools.
- Contact your local Head Start chapter for information on the percentage of children who are eligible to participate in Head Start services and who are served by Head Start in your area.
- Discuss with your local school district(s) the possibility of conducting a survey of parents as they enroll their children in school which includes questions regarding their child's participation in preschool and the quality of that program.
- Develop a survey of preschools in your area with questions such as those listed on the next page.

Sample Questions

(For Preschool Centers)

[From the *Profile of Child Care Settings Study: Early Education and Care in 1990*]

- What percentage of teachers/caregivers have any child-related training;
  - Teacher training;
  - Child Development Associate (CDA) credentials?
- Does the preschool meet the National Association for the Education of Young Children's (NAEYC's) standard[*] for maximum acceptable group size for children aged:
  - 0 to 5 months;
  - 6 to 11 months;
  - 12 to 17 months;
  - 18 to 23 months;
  - 24 to 29 months;
  - 30 to 35 months;
  - 3 years old;
  - 4 years old;
  - 5 years old?
- Does the preschool meet NAEYC's standard[*] for maximum acceptable child/staff ratios for children aged:
  - 0 to 5 months;
  - 6 to 11 months;
  - 12 to 17 months;
  - 18 to 23 months;
  - 24 to 29 months;
  - 30 to 35 months;
  - 3 years old;
  - 4 years old;
  - 5 years old?

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[*] The maximum acceptable group size recommended by the National Association for the Education of Young Children (NAEYC) is 8 for infants, 12 for 1- to 2-year-olds, and 20 for 3- to 5-year-olds. The maximum acceptable child/staff ratio is 10 children per staff member for groups containing 3- to 5-year-olds, 6 children per staff member of groups containing 2-year-olds only, and 4 children per staff member for groups containing infants and 1-year-olds only. NAEYC standards include an acceptable range of practice on group size and child/staff ratios.

Sample Questions

(For Home-Based Preschool Settings)

[From the *Profile of Child Care Settings Study: Early Education and Care in 1990*]

- What percentage of teachers/caregivers have any:
  - Child-related training;
  - Teacher training;
  - Child Development Associate (CDA) credentials?
- What percentage of regulated home-based preschool settings meet the standard[*] for group size for children:
  - of mixed ages within a group;
  - all under age 2 within a group;
  - all aged 2 and above within a group?

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[*] The recommended standard for group size for regulated family daycare providers without helpers who care for children who are all under age 2 within a group is 3. The group size standard for all children aged 2 and above within a group is 6, and the standard for a group of children of mixed ages within a group is 5 (Health, Education and Welfare Day Care Requirements).

Family Activities with Preschoolers

- Only about half of all preschoolers are read to daily by parents or other family members.
- Less than half are told stories several times per week or are taken to visit a library once per month, and only four out of ten are taught songs or music.
- Nearly nine out of ten 3- to 5-year-olds participate in errands or family chores with their parents on a regular basis.

Suggestions for Local Goals Report Data: Family Activities with Preschoolers

- Using the following questions as a framework, develop your own community survey collecting information like that reported in the *Goals Report* for measuring parent-child activities. Because you must survey a representative sample of parents in your community in order for the survey to be valid and reliable, contact experts in survey design (local or state departments of education, institutions of higher education, etc.) for guidance in the survey's development and dissemination process. Sponsorship of such a survey could be provided by your local district(s), PTA chapters, or area businesses.

Sample Questions

[From the *National Household Education Survey, 1993*]

- Do you or does someone in your family read daily to your child (children)?
- In the previous week, have you or has someone in your family done the following with your child (children):
  - Told a story;
  - Taught songs or music;
  - Engaged in arts and crafts;
  - Took child on errands or involved child in chores?
- In the previous month, have you or has someone in your family done the following with your child (children):
  - Gone to the library;
  - Gone to a park or playground;
  - Gone to a play, concert, live show, art gallery, museum, historical site, zoo, or aquarium;
  - Talked with child about family history or ethnic heritage;
  - Attended event sponsored by community or religious group?

For More Information

Sources

Early Childhood Assessment System
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036
Source:
Goal 1 Technical Planning Subgroup Report on School Readiness, 1991
Reconsidering Children's Early Development and Learning: Toward Shared Beliefs and Vocabulary, 1993

Indicators for Goal 1
National Governors' Association
Hall of the States
444 N. Capitol Street, NW
Suite 250
Washington, DC 20001
Source:
Every Child Ready for School, 1992
Benchmarks for Educational Success, 1992

Readiness for School
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208
Source: Helping Your Child Get Ready for School, 1992

Birthweight/Prenatal Care
National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782
Source:
Health, United States, 1992, and Prevention Profile

Child Health Index
National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782
Source:
1990 Birth Certificate Data

Immunizations
National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782
Source:
The 1991 National Health Interview Survey of Child Health

Health Insurance
National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782
Source:
The 1988 National Health Interview Survey of Child Health

Health Care
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
National Household Education Survey, 1993

Child Nutrition
Human Nutrition Information Service
6505 Belcrest Road
Room 367
Hyattsville, MD 20782
Source:
Nationwide Food Consumption Survey, 1986

Preschool Participation
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
National Household Education Survey, 1993

Office of Special Education Programs
330 C Street, NW
Room 3086
Washington, DC 20202

Trends in Nursery School Enrollment
U.S. Department of Commerce
Bureau of the Census
Population Division
Washington, DC 20233
Source:
Current Population Surveys, 1973 to 1992

Preschool Quality
U.S. Department of Education
400 Maryland Avenue, SW
Room 3127
Washington, DC 20202
Source:
Profile of Child Care Settings Study: Early Education and Care in 1990

National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue, NW
Washington, DC 20009

Parental Activities with Preschoolers
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
National Household Education Survey, 1993

Indicators for Children with Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
Source:
Starting School Ready to Learn, 1992

Educational Outcomes and Indicators for Early Childhood (Age 3 and Age 6), 1993

Technical Notes

Birthweight - Below 5.5 pounds is defined as low birthweight. Below 3.3 pounds is defined as very low birthweight.

At-Birth Health Risks - The six health risks used by the Goals Panel to create the Children's Health Index included:

- Late (third trimester) or no prenatal care;
- Low maternal weight gain (less than 21 pounds);
- Three or more older siblings;
- Mother smoked during pregnancy;
- Mother drank alcohol during pregnancy; and
- Closely spaced birth (within 18 months of a previous birth).

SCHOOL COMPLETION

- Questions to ask
- What do we know?
- For more information

SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives

- The nation must dramatically reduce its school dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Questions to Ask

Determining the Completion and Dropout Rates

- What is the current high school graduation rate?
- Once a person drops out, how likely is he or she to complete the requirements for a high school diploma or its equivalent?

What is the Dropout Rate?

- How has the dropout rate changed over time?
- In particular, has the gap in rates narrowed for minority students and their non-minority counterparts?

Determining Why Students Drop Out

- What specific reasons do students cite for dropping out of school? What conditions might encourage their return to school?

What Do We Know?

Determining the Completion and Dropout Rates: Key Findings from the 1993 National Goals Report

- In 1992, 87% of 19- to 20-year-olds had received a high school credential.
- Over the past ten years, the percentage of students who dropped out between the 10th and 12th grades has been nearly cut in half from 11% to 6%.

Suggestions for Local Goals Report Data: Determining the Completion and Dropout Rate

- Propose to your district(s) that it produce a completion statistic using consistent definitions of student completion in the following categories[*]: (1) regular diploma recipients, (2) other diploma recipients, (3) other completers, and (4) high school equivalency recipients.

(1) Regular Diploma Recipients

Count of graduates who receive a regular high school diploma upon completion of the performance requirements in a traditional high school program during the previous school year and subsequent summer school. Included in this category are those students completing secondary programs in magnet or gifted programs (which may be called "alternative programs"). Do not include in this category persons in nontraditional programs, completers who receive a diploma after passing the General Educational Development (GED) Test, or persons completing Special Education programs that do not have the same requirements as regular high school education programs.

(2) Other Diploma Recipients

Count of graduates who receive a high school diploma upon completion of the performance requirements of the state through a nontraditional or alternative school program. Examples of these types of programs are Adult High School Diploma Programs, External High School Diploma Programs, and Home Study Programs. Include in this category only persons aged 19 or younger. Do not include in this category completers who receive a diploma after passing the GED Test or persons completing Special Education programs that do not have the same requirements as regular high school education programs.

(3) Other Completers

Count of persons receiving an exiting credential certifying high school attendance or completion of a schooling program without having completed all requirements for a regular high school diploma. Include in this category persons completing Special Education programs that do not have the same requirements as regular high school education programs, even if the credential they receive is called a diploma. Do not include in this category completers who receive a diploma after passing the GED Test.

(4) High School Equivalency Recipients

Count of persons age 19 or younger who receive a high school diploma or certificate upon completion of the GED Testing Requirements and any other state requirements for high school equivalency. All GED Test passers who receive credentials should be included in this category.

[*] *These four categories are recommended by the Council of Chief State School Officers and the National Center for Education Statistics.*

continued on next page

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- Contact your local district(s) about the existence of a student tracking system that can determine the percentage of an incoming class that goes on to complete high school (using the four categories previously described) within a specified time period (for instance, four years). If no such tracking system exists, a completion rate can be estimated using the following procedure:

  Count the number of students completing high school in the past year (by the four completion categories if possible) and the number of first-time ninth graders four years earlier. The number of first-time ninth graders would be your denominator and the number of students completing high school in four years (or another specified period of time) would be your numerator. This statistic will be fairly accurate if your system has relatively few transfers into and out of your system.

- Contact the U.S. Census Bureau to examine 1990 Census data; specifically, data on the percentage of adults in your community who have a high school credential.

- Contact your local district(s) about dropout statistics that you can use in your local report.

- Propose that your local district(s) compute their own dropout statistic using the following definition and procedure[*]:

A dropout is an individual who:

(1) was enrolled in school at some time during the previous school year;

(2) was not enrolled at the beginning of the current school year;

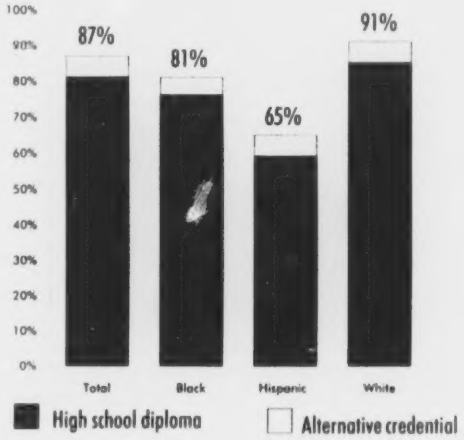
(3) has not graduated from high school or completed a state- or district-approved educational program; and

(4) does not meet any of the following exclusionary conditions:

a--transfer to another public school district, private school, state, or district-approved education program;

b--temporary absence due to suspension or school-approved illness; or

c--death.



HIGH SCHOOL COMPLETION STATUS

Percentage of young adults with high school credential, 1992

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[*] *Developed by the National Center for Education Statistics. It is suggested that the dropout rate be computed for the ninth, tenth, eleventh, and twelfth grades. For example, count the number of ninth graders enrolled on or about October 1, 1992. Follow these children until the end of September of 1993, and count the enrollment again. Use your enrollment figures for 1992 as the denominator and the September figure as the numerator. Calculate a dropout rate for that class. Do this for the other three grades. For twelfth grade, count those who did not graduate in spring or summer or those who did not return to school in the fall of 1993. Average the four single-year dropout rates. When all four single-year rates have been averaged, that is your dropout rate for the 1992-93 school year.*

Determining Why Students Drop Out: Key Findings from the 1993 National Goals Report

- While school-related reasons were the most common explanations given for dropping out of school between the 10th and 12th grades in 1992 (43% of dropouts cited "not liking school" as a reason), large numbers of students cited family- and job-related factors as well (23% cited "not being able to work and go to school at the same time").

Suggestions for Local Goals Report Data

- Develop a survey for those students who dropped out between the 8th and 10th grades, and between the 10th and 12th grades about why he/she had dropped out and what would encourage his/her return to school. Use the questions on the next page as a guide.

Sample Questions

[From the *National Education Longitudinal Study of 1988: First Follow-up Survey,* 1990 and *Second Follow-up Survey,* 1992]

Why did you drop out of school:

School-related Reasons

- Did not like school;
- Felt I did not belong;
- Could not keep up with schoolwork;
- Was failing school;
- Did not feel safe at school.

Family/Job-related Reasons

- Could not work and go to school at the same time;
- Had to support a family;
- Was pregnant;
- Became a parent.

Sample Questions

[From the *National Education Longitudinal Study of 1988: First Follow-up Survey,* 1990]

Would you return to school:

School-related Reasons

- If you felt sure you could get a good job after graduation;
- If you could participate in sports or other activities;
- If you felt you could graduate;
- If you felt sure you could get tutoring help;
- If there were no gangs at school?

Family/Job-related Reasons

- If you could attend classes at night or on weekends;
- If you didn't have to support self or family;
- If child care were available at school?

For More Information

Sources

School Completers and School Dropouts
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
Current Population Survey, 1992
High School and Beyond Study, 1989
National Education Longitudinal Study of 1988: First Follow-up Survey, 1990
National Education Longitudinal Study of 1988: Second Follow-up Survey, 1992
1990 Census

Council of Chief State School Officers
State Education Assessment Center
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431
Source:
Student Handbook, 1992

Comprehensive Student Record Systems
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036
Source:
Current Status and Future Trends Toward Comprehensive Student Record Systems, 1992
Core Data Elements for Administrative Record Systems, 1993

Council of Chief State School Officers
State Education Assessment Center
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431

National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Indicators for Children with Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
Source:
Increasing the High School Graduation Rate, 1992
Educational Outcomes and Indicators for Students Completing School, 1993

STUDENT ACHIEVEMENT AND CITIZENSHIP

- **Questions to ask**
- **What do we know?**
- **For more information**

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Objectives

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Questions to Ask

Academic Performance

- What percentage of students in grades 4, 8, and 12 have demonstrated competency in English, mathematics, science, history, geography, and other subjects?
- How does the percentage of minority students who are competent in these content areas compare to all students in grades 4, 8, and 12?
- What percentage of students are competent in more than one language?
- What percentage of students are knowledgeable about the world's diverse cultural history?

Enrollment in Challenging Subject Matter

- What percentages of high school students enroll in and master challenging courses in English, mathematics, science, history, geography, foreign languages, fine arts, and other subjects?

Citizenship

- To what degree do students demonstrate responsible citizenship?

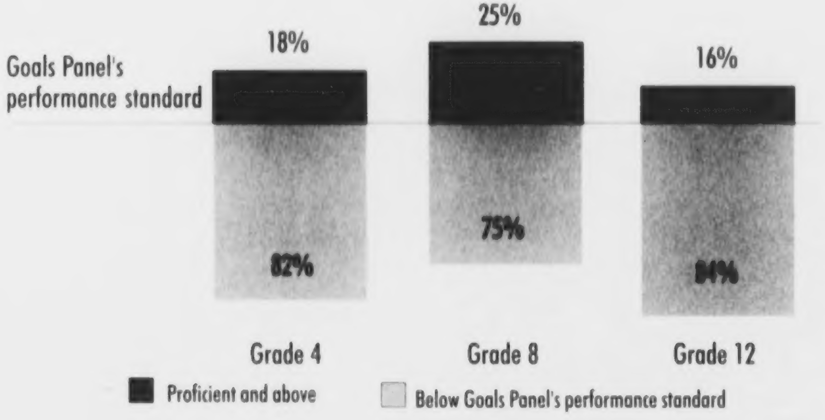
What Do We Know?

Academic Performance: Key Findings from the 1993 National Goals Report

- In 1992, fewer than one out of every five students in Grades 4 and 12 have met the Goals Panel's performance standard in mathematics. One out of every four 8th graders has met the standard. For a description of the Goals Panel's performance standard, see the technical notes at the end of this section.
- In reading, approximately one out of every four students in Grades 4 and 8 met the Goals Panel's performance standard. More than one-third of 12th graders met the standard.

MATHEMATICS ACHIEVEMENT

Percentages of 4th, 8th, and 12th graders who met the Goals Panel's performance standard in mathematics, 1992



Suggestions for Local Goals Report Data: Determining Academic Performance

Nothing is more central to the work of the National Education Goals Panel than the development of world-class standards of student achievement and a system of voluntary assessments that is aligned to them. To improve education in America, we must set ambitious standards of achievement that explicitly define what we expect all our students to know and be able to do at different stages in their academic careers.

Although there is an abundance of available data sources on student achievement for students in your community, such as various state-mandated tests, exit examinations, etc., the Panel urges all local communities to measure students' achievement against high-criterion standards. Available tests rarely employ such standards. In fact, using data from some mandated tests and exit examinations may lead the community to believe that students are making progress when they are not.

- Contact your student testing and assessment staffs at your local and state education agencies and ask whether there are tests in any of the pertinent subject areas that measure student achievement against high standards of performance.
- Ask those officials what their long-term plans are to develop assessments that measure performance against such standards.
- Begin to become familiar with the movement toward setting voluntary standards. To do this, contact the various standards setting groups in the "For More Information" section of this chapter.

Enrollment in Challenging Subject Matter: Key Findings from the 1993 National Goals Report

Advanced Placement Examinations

- For every 1,000 11th and 12th graders enrolled in 1993, 85 Advanced Placement examinations were taken in English, mathematics, science, and history; eight were taken in foreign languages and two were taken in fine arts.
- Nearly two-thirds of those examinations taken in English, mathematics, science, and history were graded at 3 or above, which is generally high enough to make students eligible for college credit.

High School Course Completion

- Between 1982 and 1990, the percentage of high school graduates who completed various courses has increased substantially in English; the sequence of Algebra I, Algebra II, and Geometry; U.S. and World History; foreign languages; and fine arts. The percentage of high school graduates who completed courses in Calculus; the sequence of Biology, Chemistry, and Physics; and Geography increased more slowly during this same time period.

Suggestions for Local Goals Report Data: Enrollment in Challenging Subject Matter

- With the assistance of your local school district(s), survey the number of students and the percentage of an entire grade level who have been exposed to and completed Advanced Placement courses (or other types of challenging courses), counting the number of high school students who take the Advanced Placement examinations, as well as those who scored a three or above.

For your information, the Goals Panel classified AP exams in the following way:

English - Included the combination of Language & Composition and Literature & Composition.

Mathematics - Included the combination of Calculus AB and Calculus BC.

Science - Included the combination of Biology, Chemistry, Physics B, Physics C - Electricity and Magnetism, and Physics C - Mechanics.

History - Included the combination of U.S. History and European History.

Foreign Languages - Included the combination of French Language, French Literature, Spanish Language, Spanish Literature, and German.

Suggestions continued from p. 45

Fine Arts - Included the combination of Art History, Studio Art (Drawing and General), and Music Theory.

- Survey, with the assistance of your local school district(s), the percentages of your high school graduates who complete the following courses [from the *High School Transcript Study*, 1982, 1987, and 1990]:
  - Four years of English;
  - Algebra I, Algebra II, and Geometry;
  - Calculus;
  - Biology, Chemistry, and Physics;
  - U.S. History and World History;
  - Geography;
  - Foreign Languages;
  - Visual and Performing Arts.

- Survey, with the assistance of your local school district(s), the percentages of high school seniors who reported being enrolled in academic/college preparatory, general, and vocational programs.

Citizenship: Key Findings from the 1993 National Goals Report

Community Service

- In 1992, only 44% of 12th graders reported that they performed community service during the past two years. Percentages varied greatly by sex, type of school attended, and type of high school program enrolled.

Voter Registration and Voting

- Fifty-three percent of all 18- to 20-year-olds were registered to vote in 1992, as compared to only 48% in 1988.

Suggestions for Local Goals Report Data: Determining the Level of Community Service and Voter Participation

- Contact your local election board office and check to see whether there are data on the number or percentage of 18-year-olds in your community who are registered to vote, or who voted in the last election. If there are no local data available, conduct a survey though your local school district(s) of 18-year-olds in your community to see whether they are registered to vote, or voted in the most recent election.

- Contact your local and state education agencies and inquire as to whether or not there is a civics test that measures student achievement against high standards of performance. If not, are there plans for development of such an assessment?

- Survey local businesses, schools, and civic organizations to determine the percentage offering opportunities for community service and the extent of participation in such activities.

- Survey your local school district(s) to determine whether community service credits are offered and/or required and the number of students taking advantage of them.

For More Information

Sources

Mathematics and Reading Levels Used in The 1993 Goals Report
National Assessment Governing Board
800 North Capitol Street, NW
Suite 825
Washington, DC 2002-4233

National Assessment of Educational Progress
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Advanced Placement Examinations
The College Board
1717 Massachusetts Avenue, NW
Suite 404
Washington, DC 20036

High School Course Completion
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
High School Transcript Study, 1982, 1987, and 1990

High School Programs Attended
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
National Longitudinal Study of 1972
High School and Beyond, 1980
National Educational Longitudinal Study of 1988: Second Follow-up Survey, 1992

Voter Registration and Voting
U.S. Department of Commerce
Bureau of the Census
Room 2343, Population Division
Washington, DC 20233
Source:
Current Population Survey, 1992

Community Service
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
National Education Longitudinal Study of 1988:
Second Follow-up Survey, 1992

National Education Standards
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208

National Content Standards Development Projects
Arts
Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 22091

Civics and Government
Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467

Foreign Languages
American Council of the Teaching of Foreign Languages, Inc.
6 Executive Plaza
Yonkers, NY 10701-6801

Geography
National Council of Geographic Education
Geography Standards Project
1600 M Street, NW
Suite 2611
Washington, DC 20036

History
National Center for History in the Schools at the University of California - Los Angeles
231 Moore Hall, 405 Hilgard Avenue
Los Angeles, CA 90024

Mathematics
The National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 20091-1593

Science
National Academy of Sciences
National Research Council
2101 Constitution Avenue, NW
Washington, DC 20418

Indicators for Children with Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
Source:
Improving Student Achievement and Citizenship, 1992

Technical Notes

Goals Panel's Performance Standard - The National Assessment Governing Board (NAGB) defined such expectations for the first time using the 1990 National Assessment of Educational Progress (NAEP) Mathematics Assessment. The NAGB defined three levels of student proficiency on the NAEP test:

- Basic (partial mastery of fundamental knowledge and skills);
- Proficient (solid grade-level performance that demonstrates competency in challenging subject matter); and
- Advanced (superior performance).

The Panel considered only those students scoring "Proficient and Above" as reaching its performance standard, since this level best reflected the concept of "demonstrated competency in challenging subject matter" outlined in the Goal.

Advanced Placement - The Advanced Placement (AP) program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in various subject areas. Advanced Placement examinations, which are given in May, are graded on a five-point scale (5 being "extremely well qualified" to 1 being "no recommendation"). Scores of three or above are generally accepted for college credit.

MATHEMATICS AND SCIENCE

- **Questions to ask**
- **What do we know?**
- **For more information**

MATHEMATICS AND SCIENCE

By the year 2000, U.S. students will be first in the world of mathematics and science achievement.

Objectives

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Questions to Ask

International Assessment

- How do students compare on international assessments of science and mathematics achievement?
- How do students compare in international comparisons of school, home, and student characteristics?

Instructional Practices

- How many science and mathematics teachers have the resources necessary to use effective instructional practices in their classrooms?
- How many science and mathematics teachers use effective practices in their classrooms on a regular basis?

Student and School Attitudes Toward Science and Mathematics

- Do students have positive attitudes toward science and mathematics?
- Do schools specify mathematics and science as priorities?

Teacher Preparation

- How many science and mathematics teachers hold degrees in the subject areas which they are assigned to teach?

Degrees Awarded

- How many undergraduate and graduate science and mathematics degrees are awarded to U.S. citizens?

What Do We Know?

International Assessment: Key Findings from the 1993 National Goals Report

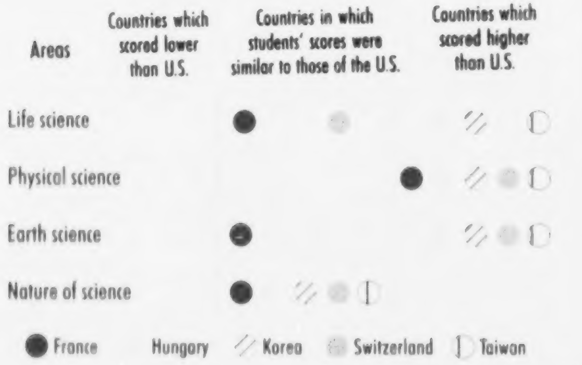
- American 13-year-olds were outperformed by students in Hungary, Korea, and Taiwan in three out of four areas tested in an international science assessment in 1991. American students were also outperformed by students in Korea, Switzerland, and Taiwan in all areas tested in a 1991 international mathematics assessment, and by students in France and Hungary in four out of the five areas tested.
- American students are more likely to do science experiments, use computers, and have more books in their homes than their counterparts in other countries. However, American students tend to spend less time doing homework and lead the students of other nations in the amount of television watched.

Suggestions for Local Goals Report Data: Exploring an International Focus

- This year, the Panel was able to make international comparisons with those states that participated in the 1990 and 1992 NAEP mathematics assessment. At the present time, though, there are no tests that provide a community with a score that can be compared with international achievement levels. In the future, the Panel would like to see international tests which could be directly linked to a local community's assessment in the areas of mathematics and science.
- Using the questions on this page, begin to assess the priority of homework, television watching, and other practices by students in your community.

INTERNATIONAL SCIENCE ACHIEVEMENT COMPARISONS

Performance of 13-year-olds from five countries in relation to U.S., 1991



Sample Questions [From the *IAEP Survey*, 1991]

- Do you do experiments during class?
- Do you use calculators in school?
- Do you use computers for schoolwork or homework?
- Do you have 25 books or more in your home?
- Do you spend 2 hours or more on all homework every day?
- Do you watch television 5 hours or more every day?

Instructional Practices: Key Finding from the 1993 National Goals Report

- In 1990, most students were not receiving the kinds of instruction needed to apply science and mathematics ideas outside of the classroom, and many teachers did not have adequate facilities or supplies to pursue these types of instruction.

Sample Questions (Science) *[From the 1990 NAEP Science Report Card]*

Teachers

- Are your facilities for teaching laboratory science adequate?
- Are you well supplied with instructional materials and resources?
- Do you rely primarily on textbooks to determine what you teach?

(Choices are: - Strongly Agree, - Agree, - No Opinion, - Disagree, - Strongly Disagree)

How much emphasis do you give to:

- Developing problem-solving skills;
- Communicating ideas in science effectively;
- Developing skills in laboratory techniques?

(Choices are: - Heavy emphasis, - Moderate emphasis, - Little emphasis, - No emphasis)

Students

- When you study science, how often do you:
- Give an oral or written science report;
- Do science experiments?

(Choices are: - About once a week or more, - Less than once a week, - Never)

- In science class, how often does your teacher:
- Ask you to write up an experiment;
- Ask you to use computers?

(Choices are: - Several times a week or more, - About once a week or less, - Never)

Sample Questions (Mathematics) *[From the 1992 NAEP Mathematics Assessment]*

Teachers

- How much emphasis do you give to:
- Algebra and Functions;
- Developing reasoning and analytical skills;
- Learning how to communicate math ideas?

(Choices are: - Heavy emphasis, - Moderate emphasis, - Little emphasis, - No emphasis)

- About how often do students in your class(es) use calculators?

(Choices are: - At least several times a week, - Weekly or less, - Never)

- How accessible are computers for student use?

(Choices are: - Available in classroom, - Difficult to access, - Not available)

- About how often do students in your class(es) do the following types of activities for mathematics class:
- Work in small groups;
- Work with rulers, counting blocks, or geometric shapes;
- Write reports or do math projects?

(Choices are: - At least several times a week, - Weekly or less, - Never)

Suggestions for Local Goals Report Data: Instructional Practice

- Develop a teacher and student survey on instructional practices, with assistance from your local school district(s), local and state education agencies, and local teacher representatives, using the questions on this page as a guide.

Student and School Attitudes Toward Science and Mathematics: Key Findings from the 1993 National Goals Report

- Students in higher grades were less likely to report having positive attitudes toward science and mathematics than students in lower grades, in 1990 and 1992. The gap between males and females increased substantially from Grade 4 to Grade 12, particularly in science.

Suggestions for Local Goals Report Data: Student and School Attitudes

- Survey the number of students who have taken Advanced Placement exams in: Biology, Chemistry, Physics B, Physics C - Electricity and Magnetism, Physics C - Mechanics, Calculus AB, and Calculus BC.
- Develop a student and administrative survey about attitudes toward mathematics and science. Sample questions could include [from the *1990 NAEP Science Report Card]*:
    - Do you like science?
      (Choices are: - Yes, - No)
      [From the *1992 NAEP Mathematics Assessment*]
    - Do you agree or disagree with the following statement: I like mathematics.
      (Choices are: - Strongly agree, - Agree
    - Disagree - *Strongly disagree)*
    - Have science and mathematics been identified as priorities in your school?

Teacher Preparation: Key Findings from the 1993 National Goals Report

- In 1991, nearly eight out of ten high school science teachers held a degree in science or science education. Nearly seven out of ten high school mathematics teachers held a degree in mathematics or mathematics education.

Suggestions for Local Goals Report Data: Teacher Preparation

- Contact your local school district(s) and/or education agency for a count of high school science and mathematics teachers who have degrees in science/science education, or mathematics/mathematics education.
- Survey colleges, universities, and schools of education in your areas to estimate the number of education majors, teacher trainees, etc., who have mathematics or science backgrounds and who intend to become classroom teachers. This will provide an estimate of the future pool of instructors in these specific subject areas.

Degrees Awarded: Key Findings from the 1993 National Goals Report

- American students earned over half of million science degrees and over 17,000 mathematics degrees in 1991. Between 1979 and 1991, the combined numbers of undergraduate and graduate degrees earned in science increased for American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic students, but decreased slightly for Black and White students. During this same time period, the numbers of degrees earned in mathematics increased for students in every racial/ethnic group.

Suggestions for Local Goals Report Data: Degrees Awarded

- Contact the admissions staff at higher education institutions in your area and ask how many students from your community are pursuing degrees in mathematics and science.

For More Information

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National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

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Washington, DC 20208
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National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
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NAEP 1992 Mathematics Assessment

Advanced Placement Examinations
The College Board
1717 Massachusetts Avenue, NW
Suite 404
Washington, DC 20036

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National Assessment of Educational Progress
555 New Jersey Avenue, NW
Washington, DC 20208
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National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
Source:
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Council of Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431
Source:
State Indicators of Science and Mathematics Education: 1993

Degrees Awarded
National Science Foundation
4201 Wilson Boulevard
Arlington, VA 22230

National Research Council
2101 Constitution Avenue, NW
Washington, DC 20418

Indicators for Children with Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
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ADULT LITERACY AND LIFELONG LEARNING

- ▶ **Questions to ask**
- ▶ **What do we know?**
- ▶ **For more information**

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Questions to Use

Adult Literacy

- How many adults are literate?
- How do literacy rates vary among racial/ethnic groups and among adults with different education levels?

International Workforce Attitudes

- How do workers perceive the usefulness of their present job skills in the future, compared to workers in other countries?
- How do workers perceive their responsibility for improving job performance, compared to workers in other countries?

Adult Education and Worker Training

- How many adults are enrolled in adult education courses?
- How many workers take training to improve their current job skills?
- How many adults believe that they were unable to take, or did not have employer support for, the kind of adult education and training experiences which would effectively meet their needs?
- How involved are businesses in strengthening the education and skills of their workforce?

Citizenship

- To what degree do American adults exercise the rights and responsibilities of citizenship?

College Enrollment, Completion, and Preparation

- What proportion of high school graduates enroll in college?
- What proportion of students who enter college complete at least some college? an associate's degree? a bachelor's degree? a graduate or professional degree?
- In particular, how do the rates of college completion compare for minority and non-minority students?
- How prepared are college graduates to become productive citizens as they enter the community and workforce?

What Do We Know?

Adult Literacy: Key Findings from the 1993 National Goals Report

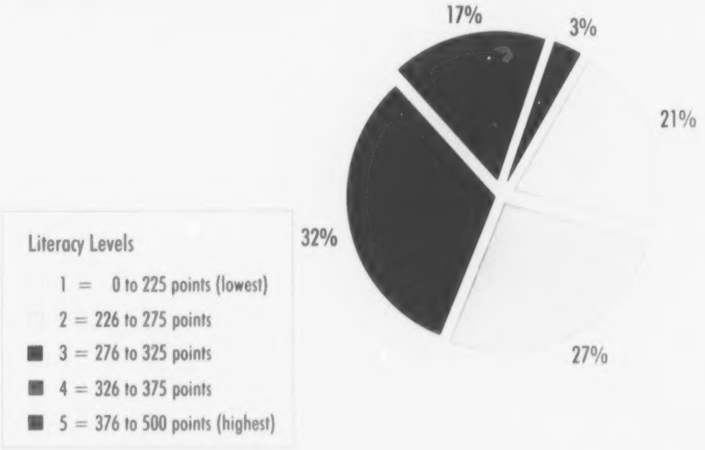
- Nearly half of all American adults read and write at the two lowest levels of prose, document, and quantitative literacy in English. While these adults do have some limited literacy skills, they are not likely to be able to perform the range of complex literacy tasks that the Goals Panel considers important for competing successfully in a global economy and exercising the rights and responsibilities of citizenship.
- On average, adults with a high school credential or less scored in the two lowest English literacy levels. However, even adults with college degrees scored, on average, no higher than the third of five literacy levels.
- Average English literacy scores were highest among White adults and lowest among Hispanics. However, among Hispanic adults, literacy scores were markedly higher among adults born in the U.S. than among immigrants.

Suggestions for Local Goals Report Data: Determining Literacy Skills

- Contact your local literacy councils and/or your local or state department of education's adult education division for information on possible literacy rates in your area.
- Survey local literacy councils, local school districts, local higher education institutions, local mayors' offices (especially for larger cities), and local public libraries for information on types of local literacy programs available in your community and the amount of participation in them.

ADULT LITERACY

Percentage of adults aged 16 and older who scored at five literacy levels on the prose literacy scale, 1992



International Workforce Attitudes: Key Findings from the 1993 National Goals Report

- U.S workers were far more likely than Belgian, German, or Japanese workers to predict that their present job skills will be very useful in five years. This prediction contrasted most sharply with Japan, where fewer than one in five workers predicted that their skills will be sufficient to meet job demands in the future.
- U.S workers were much less likely than German and Japanese workers to report that they strongly agreed that workers should be expected to think up better ways to do their jobs.

Suggestions for Local Goals Report Data: Determining Workforce Attitudes

- In conjunction with your local Chamber of Commerce, other business or governmental organizations, or your local higher education institution, create an employee survey to assess some of the attitudes of your local workforce. Use the questions below as a guide.

Sample Questions

[From Cornell University Study]

- In five years, how useful will your present job skills be for your employment?

  (Choices are: • Not useful • Somewhat useful, •Useful, • Very useful)

- A worker should be expected to think up better ways to do his or her job.

  (Choices are: • Strongly disagree, •Disagree, •Agree, •Strongly agree)

Adult Education and Worker Training: Key Findings from the 1993 National Goals Report

- About one-third of all adults took adult education courses during 1990-91. Percentages varied by occupation, while almost two-thirds of all adults believed that barriers kept them from taking courses.
- Between 1983 and 1991, the percentage of U.S. workers who took training to improve their current job skills rose from 35% to 41%. White collar workers, college graduates, and workers in midcareer were most likely to pursue further training.

Suggestions for Local Goals Report Data: Adult Education and Worker Training

- Contact your local school district(s) to inquire whether community adult education courses are being offered by the district and, if so, the number of participants.
- Contact your local Chamber of Commerce chapters and other service organizations for information and possible data on the extent of local business involvement in education and ways to report the extent of this kind of activity in the community.
- Develop your own community survey using the sample questions on this and the following page as a framework. Involve the business community's support, and guidance from officials of your local/state department of education and literacy councils in both its development and dissemination process.

Sample Questions

[From the *Current Population Survey, 1991*]

- Since you obtained your present job did you take any training to improve your skills?
    - What kind of training did you take:
    - Reading, writing, or math skills;
    - Computer-related skills;
    - Other technical skills specific to your occupation;
    - Managerial or supervisory skills;
    - Other?
- Did you take the training in:
    - School;
    - A formal company training program;
    - Informal on-the-job;
    - Other?

Sample Questions

[From the *National Household Education Survey, 1991*]

- Have you been involved in continuing education courses or noncredit courses during the last 12 months? (This does not count full-time students or part-time courses taken for credit toward a degree.)

- What was your main reason for taking an adult education course(s):
  - Train for a current job;
  - Personal, family, or social reasons;
  - To meet degree/diploma/certificate requirements;
  - To train for a new job;
  - To improve basic reading, writing, and math skills?
- What type of organization provided the instruction for the adult education course(s):
  - A business or industry;
  - 4-year college or university;
  - Labor/Professional organization;
  - Government agency;
  - Vocational/Trade/Business/Hospital/Flight school;
  - Library;
  - Other?
- Have any of the following barriers kept you from participating in additional adult education courses:
  - Work schedule;
  - Class cost;
  - Class time;
  - Class location;
  - Lack of child care;
  - Lack of information;
  - Class of interest not offered;
  - Other?

- What type of support did you receive for the adult education course, if any:
  - Course was given at place of work;
  - Employer paid some portion;
  - Employer provided course;
  - Employer provided time off;
  - Other?

Citizenship: Key Findings from the 1993 National Goals Report

- In 1992, 73% of U.S. citizens were registered to vote, while about two-thirds actually voted.
- In 1992, nearly 90% of the adults at the highest level of English literacy had voted in a national or state election during the previous five years, compared to about 55% of the adults at the lowest level of literacy.

Suggestions for Local Goals Report Data: Determining the Level of Community Service and Voter Participation

- Contact your local election board office to obtain a statistic on the number or percentage of people who are registered to vote and who voted in the last Presidential and/or Congressional election.

- Survey local businesses and civic organizations to determine the percentage offering opportunities for community service and the extent of participation in such activities.

College Enrollment, Completion, and Preparation: Key Findings from the 1993 National Goals Report

- About six out of ten 1991 high school graduates enrolled in either two- or four-year colleges immediately after graduation. Enrollments for Black and White students have increased between 1974 and 1991, while enrollment of Hispanic students has stayed the same.
- In 1992, three out of ten high school graduates aged 25-29 possessed an associate's or bachelor's degree. An additional 5% had a postgraduate degree.

Suggestions for Local Goals Report Data: College Enrollment, Completion, and Preparation

- Contact your local school district(s) for possible information on the status of recent high school graduates who have enrolled in college following graduation.
- Contact higher education institutions in your area to see if they collect data on entrants and completers from your community.
- Contact your state higher education agency for information on assessment systems that measure the knowledge that students have acquired while enrolled. Contact your local college officers to see if such a system exists or is being planned.

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Division of Cognitive and Instructional Science
Princeton, NJ 08541
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555 New Jersey Avenue, NW
Washington, DC 20208
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Bureau of Labor Statistics
2 Massachusetts Avenue, NE
Washington, DC 20212
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Cornell University
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Ithaca, NY 14853-3901
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U.S. Chamber of Commerce
Center for Workforce Preparation
and Quality Education
1615 H Street, NW
Washington, DC 20006

The Business Roundtable
1615 L Street, NW
Washington, DC 20036

National Alliance of Business
1201 New York Avenue, NW
Washington, DC 20005

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U.S. Department of Commerce
Bureau of the Census
Room 2343, Population Division
Washington, DC 20233
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National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208
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National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036
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75 East River Road
Minneapolis, MN 55455
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SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

- **Questions to ask**
- **What do we know?**
- **For more information**

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in the U.S will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Questions to Ask

Student Drug Use

- How accessible are drugs in schools and how common is at-school drug use? How common is drug use among students when they are not on school grounds?
- What types of attitudes do students possess toward drugs?
- Have schools adopted and properly implemented policies on drug use, possession, and distribution? Have schools developed a comprehensive drug education program? How involved are communities with these efforts?

Victimization and Vandalism

- How safe are schools, as measured by incidence of victimization of students and teachers, the carrying of weapons to school, and vandalism of personal and school property?

- How involved are parents, businesses, and communities in ensuring that schools offer a safe learning environment?

Discipline in Schools

- How orderly are schools, as measured by the existence and enforcement of school policies on discipline, truancy, and tardiness?

What Do We Know?

Student Drug and Alcohol Use: Key Findings from the 1993 National Goals Report

- In 1992, one in ten 8th graders, nearly one in five 10th graders, and nearly one in four 12th graders reported that they had been approached at school by someone trying to sell or give then drugs during the previous year. More than one-fourth of all students report that beer, wine, liquor, and marijuana are easy to obtain at school or on school grounds.
- Use of alcohol and other drugs during school is not widespread. However, higher levels of use occur near school and at school events. Alcohol is used by more than three-fourths of all 12th graders and is by far the most commonly used drug, according to student reports.

Suggestions for Local Goals Report Data: Determining the Level of Student Drug and Alcohol Use

- Contact your local school district(s), state department of education, and local/state alcohol and drug abuse agencies and inquire whether any data of this kind is available on your community. Many states and communities have participated in drug surveys. Inquire about available data on the success rates and quality of drug education programs in your community.
- The Goals Panel did not report whether schools have adopted policies on drug use, possession, and distribution, because no nationally representative data are currently collected in these areas. However, your community's goals report could list the policies and information about their implementation in your local district(s).
- Develop a survey for students in your community with the assistance of your local school district(s) to monitor your community's progress in this area, using the following questions as a guide.

Sample Questions (For 12th Graders)

[From the *Monitoring the Future Survey, 1992*]

- On how many occasions (if any) have you had alcohol to drink during the last 12 months?*

  (Choices are:
  - 0 occasions
  - 1 or more occasions)
- (When applicable) When you used alcohol during the last 12 months how often did you use it at school?*

  (Choices are:
  - Not at all
  - A few times
  - Some of the times
  - Most of the times
  - Every time)

Ask the same questions about marijuana and cocaine use.

- During the last 30 days, on how many occasions (if any) have you:
  - Consumed alcohol,
  - Used marijuana;
  - Taken any illegal drug;
  - Used cocaine?

  (Choices are:
  - 0 occasions
  - 1 or more occasions)

Sample Questions
(For 8th and 10th graders)

- During the last 12 months, did you use alcohol:
  - At school during the day;
  - Near school;
  - At a school dance, game, or other event?

- During the last 30 days, on how many occasions (if any) have you:
  - Consumed alcohol;
  - Used marijuana;
  - Taken any illegal drug;
  - Used cocaine?

  (Choices are:
  - 0 occasions
  - 1 or more occasions)

Sample Questions
(For 8th, 10th and 12th Graders)

- During the past 12 months, has anyone made an offer at school to sell or give you an illegal drug (or actually sold or given you one at school)?

  (Choices are:
  - Yes
  - No)

- During the last four weeks on how many days (if any) were you:
  - under the influence of alcohol while you were at school;
  - under the influence of marijuana or some other illegal drug while you were at school?

  (Choices are:
  - None
  - One day
  - Two days
  - 3-5 days
  - 6-9 days
  - 10 or more days)

Sample Questions

(For 6th through 12 Graders)
[From the *National Household Education Survey, 1993*]

- If you wanted to, how difficult would it be for you to get the following things at school or on school grounds:
  - Beer or wine;
  - Liquor;
  - Marijuana;
  - Other drugs?

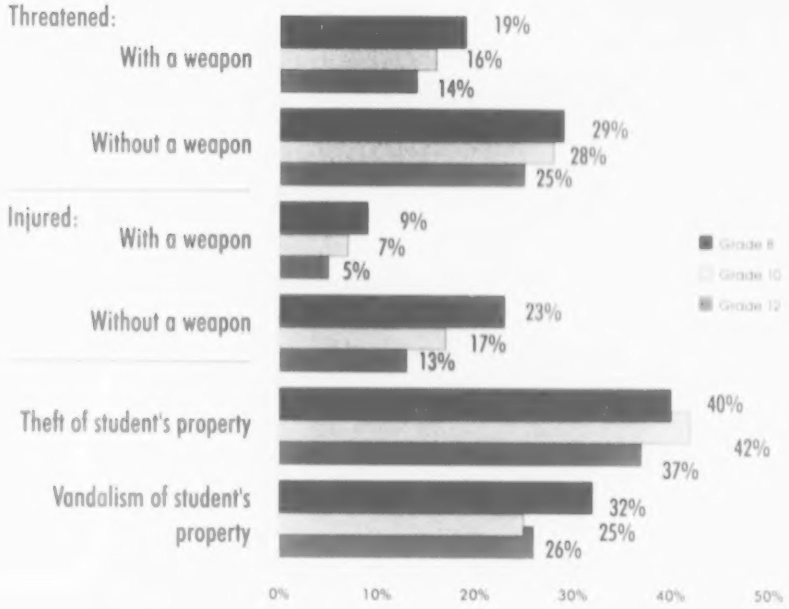
  (Choices are:
  - Very easy
  - Fairly easy
  - Hard
  - Impossible)
- Have you seen any students drunk or under the influence of alcohol when they were at school this year?
- Have you seen any students high on drugs such as marijuana, LSD, or cocaine when they were at school this year?

Victimization and Vandalism: Key Findings from the 1993 National Goals Report

- In 1992, 9% of 8th graders, 10% of 10th graders, and 6% of 12th graders reported that they had brought a weapon to school at least once during the previous month.
- Substantial numbers of 8th, 10th, and 12th graders are victims of violent acts, theft, and vandalism at school. Threats and injuries are higher among younger students, and among Black and Hispanic students.
- Over one-third of all students report that other students at their school belong to fighting gangs.
- While most students feel safe in or around their schools, substantial numbers report feeling unsafe some or most of the time.
- Most teachers feel safe in their schools during the day. However, nearly one in five reported being verbally abused during the last 4 weeks, and nearly one in ten reported being threatened with injury during the last twelve months by students in their school.

STUDENT VICTIMIZATION

Percentage of students who reported that they were victimized in the following ways at school during the previous year, 1992



Suggestions for Local Goals Report Data: Determining Victimization and Vandalism

- Contact officials from your local and/or state department of education, higher education institutions' research departments, as well as other interested people in your community to design, develop, and disseminate a local survey (using the questions on the following page as a guide) to assess the level of safety in and around your local school district(s) and your community.

Sample Questions (For Students)

[From the *Monitoring the Future Survey,* 1992]

- During the last four weeks, on how many days (if any) were you carrying a weapon such as gun, knife, or club to school?

  (Choices are:
  - None
  - One day
  - Two day
  - 3-5 days
  - 6-9 days
  - 10 or more days)

- During the last 12 months, how often has something of yours been stolen while you were at school?
- During the last 12 months, how often has someone deliberately damaged your property (car, clothing, etc.) while you were at school?
- During the last 12 months, how often has someone injured you with a weapon (like a knife, gun, or club) while you were at school?
- During the last 12 months, how often has someone threatened you with a weapon, but not actually injured you, while you were at school?
- During the last 12 months, how often has someone injured you on purpose without using a weapon, while you were at school?
- During the last 12 months, how often has an unarmed person threatened you with injury, but not actually injured you, while you were at school?

  (At school was classified as: inside school, outside school, or on a school bus.)

  (Choices given for all questions above are:
  - Not at all
  - Once or more)

- How often do you feel unsafe when you are at school?

  (Choices are:
  - Never
  - Rarely
  - Some days
  - Most days
  - Every day)

- How often do you feel unsafe going to or from school?

  (Choices are:
  - Never
  - Rarely
  - Some days
  - Most days
  - Every day)

- During the last four weeks, how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?

  (Choices are:
  - 0 days
  - 1 day
  - 2 or 3 days
  - 4 or more days)

Sample Questions

(For Students)

[From the *National Household Education Survey, 1993*]

- Do any of the students in your school belong to fighting gangs?
- Did you do any of the following things because you were worried that someone might hurt or bother you:
  - Take a special route to get to school;
  - Stay away from certain places in the school;
  - Stay away from the school parking lot or other places on school grounds;
  - Stay away from school-related events like dances or sports events;
  - Try to stay in a group;
  - Stay home from school sometimes?

Sample Questions

(For Parents)

[From the *National Household Education Survey, 1993*]

- Have you done any of the following things to help your child avoid trouble:
  - Told him/her not to travel a certain route to school;
  - Had him/her take a different kind of transportation;
  - Told him/her not to wear certain clothing or jewelry;
  - Set limits on the amount of money he/she may take to school;
  - Talked about how to avoid trouble?

Sample Questions

(For Teachers)

[From the *Fast Response Survey System, 1991*]

- How safe did you feel in the school building both during school hours and after school hours?

  (Choices are: • Safe, • Moderately safe, • Moderately unsafe, • Unsafe)
- In the last 12 months, has a student from your school threatened to injure you? physically attacked you?
- In the last 4 weeks, has a student from your school verbally abused you?

Discipline in Schools: Key Findings from the 1993 National Goals Report

- In 1992, the majority of students in Grades 8 and 10 reported that student disruptions were fairly common occurrences in their classes.
- In 1991, one-third of all high school teachers felt that student misbehavior interfered with their teaching. Nearly nine out of ten teachers felt that their principal consistently enforced school rules, but only six out of ten felt that other teachers did so.

Suggestions for Local Goals Report Data: Determining the Level of Discipline in Schools

- Contact your local school district(s) for data on local truancy rates.
- Include the following types of questions in surveys of teachers and students.

Sample Questions (For Teachers)

[From the *Schools and Staffing Survey, 1991*]

- At school, how much control do you feel you have in your classroom over disciplining students?

(Choices are on a scale from 1 to 6, with 1 being "no control" and 6 being "complete control.")

- Do you agree or disagree with each of the following statements?
- The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching;
- My principal enforces school rules for student conduct and backs me up when I need it;
- Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.

(Choices are: • Strongly agree, • Agree, • Disagree, • Strongly disagree)

Sample Questions (For Students)

[From the *Monitoring the Future Survey, 1992*]

- During the last four weeks, how many whole days of school have you missed because you skipped or "cut" class?

(Choices are: • None, • 1 day or more)

- During the last four weeks, how often have you gone to school but skipped a class when you weren't supposed to?

(Choices are: • Not at all, • 1 or more times)

- During an average school week, about how many times:
- Do your teachers interrupt the class to deal with student misbehavior or goofing off;
- Does misbehavior or goofing off by other students in your class interfere with your own learning;
- Do you come to class late (after class has begun) without an approved excuse?

(Choices are: • None, • One day, • Two days, • 3-5 days, • 6-9 days, • 10 or more days)

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1600 Clifton Road
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Atlanta, GA 30033
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National Household Education Survey, 1993

National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208
Source:
Fast Response Survey System, 1991

University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106
Source:
Monitoring the Future Survey, 1992

U.S. Departments of Justice and Education
School Management and Resource Team (SMART) Program
3770 Torrey Pines Boulevard
Sarasota, FL 34238

Discipline in Schools
National Center for Education Statistics
555 New Jersey Ave., NW
Washington, DC 20208
Source:
Schools and Staffing Survey, 1991

University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106
Source:
Monitoring the Future Survey, 1992

Truancy
University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106
Source:
Monitoring the Future Survey, 1992

Indicators for Children with Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
Source:
Promoting Safe, Disciplined, and Drug-Free Schools, 1992

NATIONAL EDUCATION GOALS PANEL STAFF

EXECUTIVE DIRECTOR
Ken Nelson

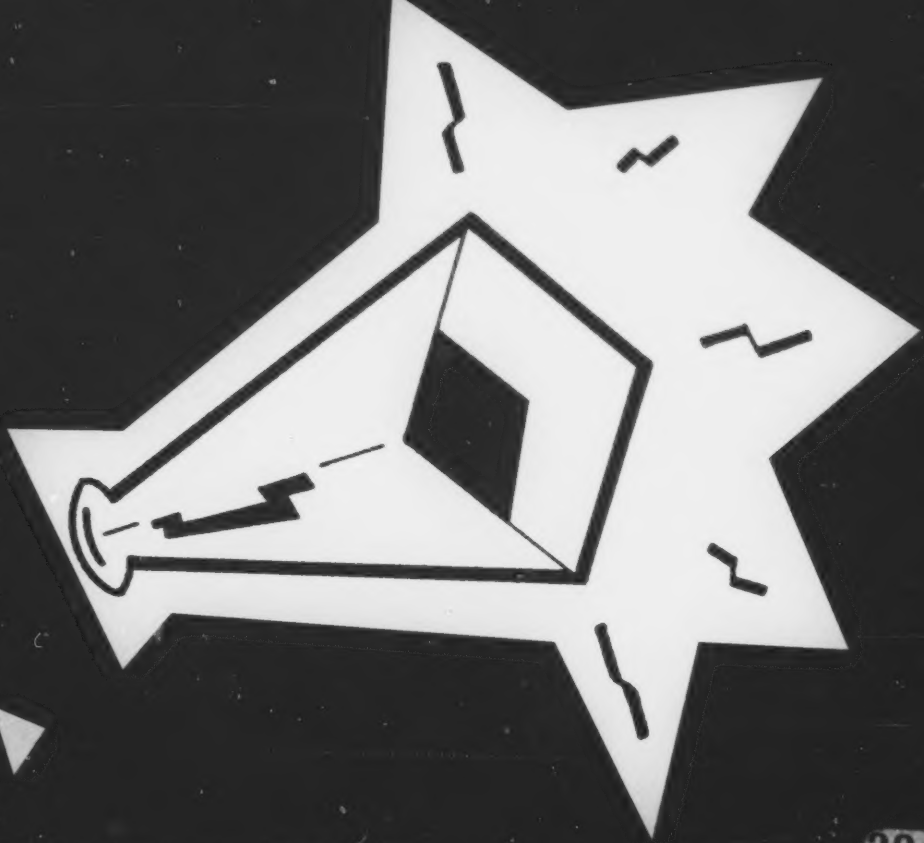
ASSOCIATE DIRECTOR FOR ANALYSIS AND REPORTING
Martin E. Orland

COMMUNICATIONS DIRECTOR
Ruth Whitman Chacon

STAFF
Geri Anderson-Nielsen
Tia Cosey
Cindy Dixon
Bryan Flynn
Leslie Lawrence
Julie O'Brian
Cynthia Prince
Charles J. Walter
Emily Wurtz

Production and design support provided by The Widmeyer Group and Scott Miller

GUIDE TO GETTING OUT YOUR MESSAGE



GUIDE TO GETTING OUT YOUR MESSAGE

National Education Goals Panel Members: 1993-94

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Evan Bayh, Indiana (D)
Arne H. Carlson, Minnesota (R)
Jim Edgar, Illinois (R)
John Engler, Michigan (R)
Michael Leavitt, Utah (R)
E. Benjamin Nelson, Nebraska (D)
Roy Romer, Colorado (D)

Members of the Administration

Carol H. Rasco, Assistant to the President for Domestic Policy (D)
Richard W. Riley, Secretary of Education (D)

Members of Congress

U.S. Senator Jeff Bingaman, New Mexico (D)
U.S. Senator Thad Cochran, Mississippi (R)
U.S. Representative Dale E. Kildee, Michigan (D)
U.S. Representative William F. Goodling, Pennsylvania (R)

State Legislators

State Representative Anne Barnes, North Carolina (D)
State Representative Spencer Coggs, Wisconsin (D)
State Senator Robert T. Connor, Delaware (R)
State Representative Doug Jones, Idaho (R)

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Canvassing Tips
Telephone Tree
Media Hit List
Print Media Inventory Form
Radio/TV Inventory Form
Keep the Promise Storyboard

THE PUBLIC MUST BE ENGAGED

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THE PUBLIC MUST BE ENGAGED

The National Education Goals and the movement to set standards represent a fundamental change in the business of teaching and learning — a revolution of expectations for students and the systems that support learning. The engine of this revolution is the recognition that achievement is as much a function of expectation and effort as it is of ability.

For reforms based on Goals and standards to succeed, members of the community will need to come to expect that all students can perform at higher levels and to believe that the system can be redesigned to achieve this result.

But changing attitudes is not enough. Consider, for example, a candidate for political office whose campaign succeeds at getting voters to like her, but does not succeed at getting voters to take a specific action — going to the polls and voting for her on election day! She may have affected public opinion. But, she did not affect public behavior in a specific enough manner to get elected, which was the prime result she hoped to achieve.

The same is true when it comes to earning support for education reform. While the joining of forces to create the Goals holds considerable promise in establishing a climate needed to improve education, the Goals cannot be realized if the general public is not mobilzed to act.

Only by changing the attitudes *and* behavior of community members will it be possible to reach the National Education Goals. This is effective public engagement.

Three Components to Generate Consensus and Change Behavior

There is a vast difference between making the public generally aware of an issue or concern and achieving a more sophisticated level of *informed* public opinion necessary to reach consensus, then mobilize action.

Public opinion research shows broad support for education goals and standards, but points to a huge gap between what citizens and "experts" define as the problems and solutions facing U.S. education. The public is increasingly frustrated by the slow pace of change and even more skeptical about prospects for progress, because they feel insufficiently involved in the discussion and decisions being made by many national, state, and local leaders in the education policy and governance arenas.

Focus group research conducted by the National Education Goals Panel showed that while the public is positive, even enthusiastic, about the need for National Education Goals and standards, people feel alienated from the process of developing and using the Goals to shape what and how U.S. students should learn. (For additional information on recent public opinion research, refer to the *Guide to Goals and Standards.*)

Only by changing the attitudes and behavior of community members will it be possible to reach the National Education Goals. This is effective public engagement.

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Empowering our nation to accomplish the National Education Goals, or local community goals, requires a three-step approach that goes beyond providing the public with accurate information.

Step 1: INFORM

Increase knowledge and understanding of the National Education Goals and the need for systemic reform. Raise awareness about the complexities of issues in order to reach a more informed level of public opinion.

Step 2: BUILD COMMITMENT

Arouse concern and a sense of urgency to help generate consensus and build commitment on the need to reach the Goals in your community.

Step 3: MOBILIZE ACTION

Motivate, empower, and organize concerned and dedicated citizens to take specific actions needed to bring about true and sweeping change in the many systems that support teaching and learning in the United States.

In most cases, people cannot be mobilized until they are committed to an issue, and they cannot make a commitment without sufficient information to make decisions. Public engagement strategies are based on a progression through these steps. An effective public engagement strategy requires clear and consistent communications, patience, persistence, and trust in the democratic process. With the right knowledge, environment, and tools, citizens can and will make the "right" choices.

Communicating for Change

The success of any initiative — in matters ranging from public policy to interpersonal dynamics — is directly related to the success with which it is communicated.

For a community to be well-organized to achieve educational improvement goals, its communications strategy must be an engine, not a caboose.

Communications is a central leadership and management function, requiring a two-way flow of information. It is just as important to listen as it is to share opinions and information. If you are not plugged in to the grapevine, it will be hard to design a strategy that meets community needs and even more difficult to evaluate the success of your communications.

Whether it is called public relations, public affairs or social marketing, a sound strategy requires:

- The planned use of actions and communications to inform public opinion and influence the attitudes and behaviors of important publics and key decision-makers.
- An appropriate message targeted to specific groups or individuals to achieve specific goals.
- Two-way flow of information to help evaluate the success of an initiative and modify or adapt accordingly.

THE NATURE OF CHANGE

It has been said that "everyone wants progress, but no one wants change." Changing jobs, homes, eating habits, or anything else never seems to be an easy process, a fact well known to professional marketers.

Market research shows that certain percentages of people accept a new product, idea, or service:

QUICKLY	15%
AFTER OTHERS LIKE IT	75%
NEVER	10%

Of course, "marketing" the concept of school change is not the same as selling a product. But you should concentrate on gaining the involvement of the 15 percent of people typically open to new ideas — and ask them to help involve the other 75 percent.

Gaining involvement is not a linear process. It depends on rather subjective elements of human nature. So don't ignore the 75 percent while concentrating on the 15. Nor should you ignore the 10 percent who are unlikely to support Goals-related reforms. They may become actively opposed to your efforts and "compete" for the middle 75.

In addition, try not to spend too much time responding to the requests, accusations, or unwelcome actions of the 10 percent who may actively oppose your change efforts — or you may be unable to adequately serve the needs of the majority.

Adapted from "How to Communicate about Outcomes and School Change," by Marjorie Ledell and Jennifer Wallace of the High Success Network.

How Opinions and Decisions Lead to Action

The success of every communications or organizing strategy will be increased by taking time to understand the stages people go through as they learn about an issue, think about the consequences of action or inaction, and decide what should be done.

The Public Agenda Foundation, a nonprofit and nonpartisan organization which specializes in public opinion research and citizen education, has identified a seven-stage journey through which the public travels to resolve complex issues.

Stage One — People Become Aware of an Issue. At this early stage, it is important to raise consciousness through such activities as media relations, special events, or advocacy group work. Most people remain largely unaware of the socioeconomic conditions driving the movement for education goals and standards. (See the *Guide to Goals and Standards*.) They may not yet recognize that there is no "going back to basics" in education: we must go forward to a set of "new basics" required for success in today's increasingly complex and competitive global economy.

Stage Two — People Develop a Sense of Urgency. This often occurs when a problem hits close to home or when the citizenry is convinced of the absolute gravity or peril of a situation. "My children may not be able to get into a good college or get a decent job if we don't make some serious changes in our local education and training system." Or, "I don't know which immunizations my child needs before he can start school and whether or not my health plan will cover the expense." During this stage of public opinion, it is wise to explain the implications of an issue in the context of public concerns.

Stage Three — People Look for Answers. When people accept that significant change may be needed to speed progress toward education goals, they become eager for answers and will seek them out. People will begin to convert their free-floating concern about the need to do something into proposals for action. Policymakers will try to address issues of priority. This might be the time to hold a community meeting to discuss the consequences, costs, and risks of specific policies and plans.

Stage Four — Resistance! This will be the most difficult stage for communications strategists and community organizers. The public will be reluctant to face the trade-offs that come from choosing a specific plan of action. Resistance is heightened and may seem insurmountable when people feel excluded from the decision-making process on matters that affect their daily lives. You will likely encounter several common types of resistance:

Misunderstanding: "Standards will lead to standardization — or worse yet, a national curriculum."

Narrow thinking: "A little more money and a lot more discipline is what schools need to improve."

Wishful thinking: "This is a breeze. Once we set high standards for all our students to achieve, everything else in the system will fall into place."

Conflicting values: "How do I know that the standards being considered for our schools reflect the values I believe in and practice at home?"

Personal resistance to change: "Go ahead. Set high standards, but don't expect me to change what I'm doing at home or school."

The best way to avoid resistance is to ensure that everybody is involved in the process and all that their concerns have been heard.

Stage Five — People Begin to Weigh Choices. After moving beyond initial resistance to change, people begin to weigh their choices rationally and balance various alternatives related to achieving education goals or adopting a standards-based reform plan. At this stage, the public should feel they have a range of choices and a reason to make them. Leadership has a responsibility to clarify the pros and cons of each decision, to offer compromises, and to allow time and opportunity for deliberation.

Stage Six — Intellectual Acceptance. At this stage, most people undergo a basic change in attitudes. They come to a reasoned understanding of the need for a specific action or policy, but may not be willing to change their personal behavior. Be patient. Don't expect too much, too soon. And be careful in interpreting public opinion polls — you may expect more than you can get at this point.

Stage Seven — Full Acceptance. Given time, incentives, and opportunities to consider their core values in light of the challenges and needs, most people will come to a point where they have full, pure intellectual and emotional acceptance of the need to set high standards for all students and create a system of lifelong teaching and learning. Now is the best time to make sure that there is a role for everyone in carrying out the community action plan to achieve education goals.

Asking the Right Questions

A good communications strategist will ask questions early in the design and planning process of an initiative.

Far too often, organizations look to the communications team for a "bailout" in times of crisis. This can be avoided by establishing a credible and proactive strategy that addresses internal and external needs. Take the time to answer the questions and validate the results.

- **Who are we trying to reach?** The success of your initiative could rest upon the actions or decisions of one particular individual or the entire electorate. Be as surgical as possible in identifying priority "publics," and learn more about their needs and concerns. What is on their minds? How do they make their concerns known? What kind of relationships do you have with them?

- **What do we want that person or group of people to do?** Be specific. Are you trying to raise awareness, build commitment, or motivate action? Use plain and simple language to describe the results to achieve. Know when, where, and how you want a particular action or sequence of activities to occur.

- **What information do our target audiences need?** Having clarified the intended results, consider what knowledge or information each different priority public requires to take the action or adopt the attitudes you consider vital. Do citizens know and understand the community education goals? Do they possess the information needed to make wise decisions? If not, what can you do to speed the learning curve and provide easy access to additional people, publications, or other media? Whom do they trust? Equally important, consider where and how each target audience readily obtains information. What are their most reliable sources?

- **What message will net the change in attitude or behavior that we seek?** Again, specificity is key to success. If you want someone to cast a "yes" vote on a local referendum, then say so. If you want people to attend a meeting, provide them with the time and location so they can arrive on time. It is also important to consider carefully the language you use. Avoid jargon and professional "educationese" at all cost. Instead of relying on verbal shorthand to communicate complicated concepts, challenge your vocabulary and express points with clarity and brevity.

- **What is the best way to get our message to each of the target audiences we seek to influence?** What media or techniques will be most effective? Where and how often do people in your target audiences gather? How do they send and receive information? From television interviews and newspaper articles to the notes children bring home from school or the door-to-door visits in a canvassing campaign, there are a variety of communications vehicles at your command. Both news media and grass-roots channels can generate the support you need to make lasting education reform possible. Communicating through news media provides access to almost all target audiences and carries a good deal of authority. Grass-roots tactics allow a more customized message to be communicated through the people your target audiences trust.

- **How well did your strategy work?** It is vital to build in a mechanism for feedback so you can evaluate the communication strategy and modify it as needed. How did each target audience react to the message or technique? How might you respond to unanticipated questions or concerns? Perhaps the message was right but the communications vehicle was inappropriate. How will you incorporate what you have learned from past experience into future plans?

Use plain and simple language to describe the results to achieve.

CRAFTING MESSAGES

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CRAFTING MESSAGES

Powerful messages are at the core of powerful campaigns. While crafting a message to promote change in education is not the same as selling soap or cars, it does help to use some techniques of salesmanship. Just as advertisers reach buyers through memorable slogans and catchy phrases, organizers of community campaigns to adopt education goals or standards-based reform must develop succinct and quotable messages that set the right tone and convey the importance of their work.

What Makes a Message Memorable?

To gain public support for community initiatives aimed at achieving the National Education Goals, your messages must be clear, direct, and personal. If you can't articulate the message, then you can't expect the result or change that you desire.

Use facts to support and justify a message. Most audiences are persuaded when they see evidence to support your claims or concerns. Find information that lends credence to your argument and creates a sense of urgency. By adopting the "Goals Process," your community will have a means of measuring and monitoring progress toward its education goals — and will have valuable data to incorporate in campaign messages. (Refer to the *Guide to Goals and Standards* or the *Community Organizing Guide* for more information on the "Goals Process.")

Essential Steps in the "Goals Process"

- Adopt the National Education Goals or similar goals that reflect high expectations for all and cover the entire breadth of focus from prenatal care to lifelong learning.
- Assess current strengths and weaknesses and build a strong accountability system to regularly measure and report on progress towards the goals over time.
- Set specific performance benchmarks to mark progress along the way and guide the change process.
- Identify the barriers to and opportunities for goal attainment in the many systems that support teaching and learning.
- Create and mount strategies to overcome the barriers, seize the opportunities, and meet the performance benchmark.
- Make a long-term commitment to continuously re-evaluate your accomplishments and shortcomings in meeting the community goals and be willing to modify your strategy as needed.

If you can't articulate the message, then you can't expect the result or change that you desire.

Use "real-life" examples. Share an anecdote about a real-life situation to which most people can relate, and they are more likely to respond favorably to your message. Short, personal accounts and stories that get right to the point will build interest and provide unassailable testimony.

Develop succinct and quotable talking points that capture the essence of your message. Given the time and space constraints facing the news media, you can either express your message in short, concise sentences — or find that reporters and editors will make the decision for you as to what is the most important and salient information.

Tap into the big-picture issues people are talking about. Show how efforts to achieve education goals address the concerns friends and neighbors have — whether it is creating jobs, curtailing crime, or opening doors of opportunity for young people.

Be positive. Research shows that the public is more likely to support changes in education if they are presented in a positive light.

Know the debate. Know the issues. Study the messages of your allies and opponents — not to "divide and conquer," but to better understand the points that they are making and address and/or incorporate them into your work.

Know your audience. Think carefully about whom you are trying to reach or motivate, and what media will reach them best, and then tailor the message accordingly. In campaigns to build support or organize for education goals, typical target audiences include:

- Parents
- Educators
- Students
- Business leaders
- Labor leaders
- Church and civic groups
- Media
- Social service/health agencies
- Higher education
- Child care community
- Adult literacy groups

Draw upon research. Use polling and survey data or findings from focus groups to learn more about the issues and the views of your target audiences. Also, review past media coverage — particularly the editorial and news coverage in your state and community on education and economic productivity issues. Consider carefully what works and what doesn't and apply that analysis to your own message design.

Test and refine messages. In-person and telephone surveys and polls, focus groups, and panel discussions are among the techniques used to hone in on the strengths and weaknesses of campaign messages. Contact the marketing or communications department at a local college or university for guidance in applying these techniques. (The *Community Organizing Guide* also provides valuable tips for conducting surveys.)

The public must be persuaded that it is in their best interest to improve education for all. Every speech, interview, meeting, or piece of information with which you or your group is associated sends a specific message — some positive, some negative, some intended, and some unintentional — to your target audiences. Spend the necessary time and effort to tailor and test messages aimed at netting specific results, and your community campaign will meet community needs.

Sample Messages

If We Have Standards for Teddy Bears...

In this country, we expect that the food we eat, the cars we drive, even the toys our children play with meet a mandatory standard of quality and safety. Yet, most parents send their children to schools that have no agreed-upon standards of quality. The National Education Goals and the movement to develop voluntary national standards for student achievement provide these long-needed assurances that all our students will meet the highest levels of accomplishment.

The Need for Standards

Olympic competitions illustrate the power of performance standards. To earn high marks in an event such as figure skating, the contestants must know the number of successful triple jumps, combinations, and stylistic elements required for a world-class performance. Figure skaters cannot improve their performance without knowing what standards of excellence are expected. Neither can our students, schools, and school systems improve their performance without a clear understanding of what constitutes academic excellence in every subject area.

Preserving Our Democracy

Since the days of Thomas Jefferson, our system of government has depended on a citizenry that is educated enough to make informed choices and to hold public institutions accountable. As technology improves the quality and quantity of information available, citizens will require higher levels of skill and knowledge to process this information.

Education is also central to helping our nation address its increasing diversity. National Education Goals and standards will help ensure that our diverse and mobile population can both preserve its heritage, while developing a sense of national identity and gaining the shared knowledge and values necessary to make democracy work.

Our Education Industry - Back on Top

In the early 1980s, U.S. automobile manufactures realized that they had fallen far behind their competitors in Japan and Germany. In order to survive, the Big Three devoted the next ten years to retooling their industry, investing in technology, streamlining production, and developing new management strategies and operating procedures. By setting higher standards, U.S. car makers are back on top and better positioned for the future.

Now it's time for U.S. citizens to do for education — the vehicle that drives our economy — what automobile manufacturers did for cars.

Performance Counts

In today's competitive and complicated world, children need a better education than we received, yet too often they get less. The National Education Goals are a public commitment to our children that they will have what it takes to succeed in this environment. The Goals can help us set priorities so that all children come to school ready to learn and leave school prepared for college, employment, and citizenship.

Governments Don't Teach Children

Governments don't teach children. Parents and teachers do. But governments owe it to parents, teachers, and their local communities to create a vision of what constitutes world-class educational performance. You know your kids — and community — better than anyone else. By using the National Education Goals as a road map for educational improvement, you can choose the paths to follow to reach the Goals.

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GRASS-ROOTS COMMUNICATIONS

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GRASS-ROOTS COMMUNICATIONS

Understanding Grass-roots Communications

Despite the power of high technology, face-to-face communication still can be the most convincing way to make your concerns about education goals and standards a "kitchen table" issue. When people talk about the issues of your campaign in their homes and offices or on the streets, they can explore new ideas, share in each other's visions, and come closer to consensus.

While newspapers and television appearances can make people aware of issues, the personalized, human approach is more persuasive when it comes to addressing individual questions and concerns. Enlist the participation of individuals who are trusted, well-known, and respected. People often are influenced by what their friends and neighbors consider important or valid.

(For more information on grass-roots communications strategies and involvement in the "Goals Process," refer to the *Community Organizing Guide*.)

Holding Team Meetings

Rather than relying entirely on chance conversations, good grass-roots strategists organize regular gatherings to build support for the community campaign and to help spread the word.

Regular team meetings also present opportunities to recruit new members. Advertise meetings or send news releases to local media. Create fliers for posting at local stores, libraries, offices, or schools. Ask school leaders if they can provide notices for students to take home to parents. See if the local convenience store or supermarket will drop a flier in with each customer's purchase.

At the meeting, welcome new faces. Make sure no one leaves without giving his or her name, address, phone number, and FAX number. Place follow-up calls a few days later to thank participants for coming and ask for reactions or comments.

Hold meetings in different areas. Look for places where community members already come together. This helps to show that your team is concerned with everyone and all areas of the community. Some communities have strong neighborhood loyalties, and community meetings that are held only in one school's auditorium may not gain their confidence.

A sample speech is included in the "Tips and Materials" section of this guide which you may consider using at meetings or other presentations to which you are invited.

Building A Database

If you have access to a personal computer, invest in an easy-to-use database package to store and manage lists for mailings and meetings or to track information for inclusion in a local goals report. If your organization does not have readily available computing power — either at a central business location or through one of the members of your coalition — it is important to keep track of lists and other information the good old-fashioned way. Create inventory forms such as those included in the "Tips and Materials" section of this guide, and be sure to update materials often.

Making Presentations to Other Organizations

In most communities, there are several organizations currently engaged in support of public education. These include such groups as the parent-teacher association, teachers union, local business organizations or chambers of commerce, civic groups, volunteer agencies, religious organizations, and health care providers.

㉔ In delivering remarks, try to connect with the special concerns of the audience and use examples to illustrate key points.

Contact the heads of each organization and ask for a few moments to address the group's next meeting. Learn more about their current Goals-related activities and make sure to stress how important it is for their membership and yours to work together on a community action plan to adopt the "Goals Process."

The meeting will provide an opportunity to inform the public about the "Goals Process," the strategies your team is pursuing, and how others can get involved. Bring copies of the National Education Goals and other handouts included in the *Community Action Toolkit* to the meeting. Make sure to collect the names, addresses, phone numbers, and FAX numbers of participants. Circulate a sign-up sheet or pass out index cards with instructions for each person to write down their contact information and priority education concerns.

In delivering remarks, try to connect with the special concerns of the audience and use examples to illustrate key points. Try the math exercise in the *Guide to Goals and Standards* to demonstrate the importance of having clearly articulated and high standards for student performance. Leave plenty of time for questions and answers, and never leave a presentation without making sure the assembled know how and where to contact you for follow-up.

Working with Community Leaders

Every community has business, spiritual, civic, and political leaders. Convince them to support the "Goals Process," and they can help persuade others to join the effort. Schedule individual meetings with these leaders to explain what your group is trying to do for education and other learning support systems. Outline a few specific actions they could undertake. Religious leaders could mention the Goals in sermons. Political leaders might join the coalition or address your concerns in their platforms and policy initiatives. Draw connections between your priorities and the leader's. Explain why improving education is important to their constituency. Share with the leader the results of your community survey or the data you are tracking as part of the "Goals Process." If a leader is not immediately interested in your Goals- and standards-related education improvement plan, try to keep the lines of communication open. Even if they don't support you now, regular communication may deter later attacks.

Hosting Special Events

Large numbers of people can be reached in a very positive way through well-conceived, well executed special events. Parades, picnics, flea markets, street fairs, food tastings, bake sales — members of your organization can use these events to spread information about the National Education Goals and promising or effective strategies to improve student learning. These events can also generate news coverage.

When setting up a booth or exhibit:

- Use an easy-to-read, eye-catching sign that gives a clear message.
- Include bright colors, movement, and lights to attract people to the display.
- Provide give-aways — free literature, bumper stickers, or novelties. For example, distribute copies of the National Education Goals or your local goals report.
- Staff the booth or exhibit with informed, personable volunteers who will encourage conversation with visitors.
- Rotate the volunteers regularly.

Other ideas for special events include:

- An American Education Week celebration in November.
- Banquets honoring accomplishments of local citizens and leaders supporting the Goals.
- Conferences on local issues or each of the eight National Education Goals.
- Participace in the monthly TV seminars on the National Education Goals. (Call 1-800-9-8GOALS for more information.)
- Convene a local "downlink" site for the Goals 2000 satellite town meetings sponsored by the U.S. Department of Education.

Careful timing of special events is essential. Timing variables may include:

- Guest speaker availability.
- Season of the year (outdoor events).
- Competition with other major events.

Notify the public about special events, such as the new series of daytime and evening teleconferences on the National Education Goals.

SPECIAL EVENTS CHECKLIST

Planning

- ☐ Choose an effective planning committee.
- ☐ Prepare a detailed budget for the event.
- ☐ Arrange the best date (with an appropriate time and without major conflicting events.) Consider media deadlines.
- ☐ Set a tentative master timetable.

Speakers

- ☐ Set fee and expenses.
- ☐ Obtain resumes and photographs.
- ☐ Confirm speakers.
- ☐ Plan itinerary.
- ☐ Select hospitality people.
- ☐ Get clear understanding of restrictions on news conferences, broadcast rights, and so forth.
- ☐ Provide lodging.
- ☐ Arrange transportation.

Advance Promotion

- ☐ Make mailing lists of those interested in the event.
- ☐ Set up mailing facilities and schedule.
- ☐ Produce invitations and media advisories.
- ☐ Mail invitations and media advisories.

Special Publications

- ☐ Prepare printed program, establishing cost, copy, layout, and delivery date.
- ☐ Prepare a promotional brochure.
- ☐ Design and produce posters.
- ☐ Have tickets printed.

Facilities/Personnel

- ☐ Choose the site and room(s) based on estimated attendance.
- ☐ Make sure that facilities are available.
- ☐ Check audience sight lines.
- ☐ Check lighting, ventilation, and acoustics.
- ☐ Learn location of electrical outlets and light switches.
- ☐ Confirm that rest rooms and cloak rooms are available.
- ☐ Make food service arrangements; select menu.
- ☐ Arrange for public address system.

Facilities/Personnel

- ☐ Have audiovisual aids (screen, charts, easels) available.
- ☐ Alert security or police.

SPECIAL EVENTS CHECKLIST continued

Registration Table

Arrange for the following:

- ☐ Signs (including alphabetical breakdown)
- ☐ Tables and chairs
- ☐ Name badges
- ☐ Pads and pencils
- ☐ Typewriter
- ☐ Cash box
- ☐ Telephone
- ☐ Program and other literature
- ☐ People to staff the registration table
- ☐ Security

Other

- ☐ Prepare a coordinating sheet, assigning every job and detailing timing.
- ☐ Arrange for parking facilities.
- ☐ Set up signs.
- ☐ Order flowers and decorations.
- ☐ Assign ushers or guides.
- ☐ Arrange for first aid facilities.

Public Information: Advance

- ☐ Obtain photos of speakers and copies of speeches.
- ☐ Make media calls to alert reporters.
- ☐ Arrange for a media room and a special space for media.
- ☐ Set up a news conference, if appropriate.
- ☐ Arrange media interviews in advance.

Public Information: At Event

- ☐ Staff media room, if needed.
- ☐ Provide copies of speeches, if available.
- ☐ Direct the photographer to obtain a picture for post-publicity, newsletter, and archives.
- ☐ Tape speeches, if appropriate.

Public Information: After Event

- ☐ Send out a news release with a copy of speech and photos.
- ☐ Contact radio station with actualities from speeches.

SPECIAL EVENTS CHECKLIST continued

Evaluations

- ☐ Send thank-you notes.
- ☐ Complete financial accounting.
- ☐ Compile a report on all aspects of an event. Critique errors and make recommendations for the future.

Budget

- ☐ Printing (invitations, reply cards, program, other promotional material).
- ☐ Mailing (postage, mailing services, secretarial assistance).
- ☐ Gifts for speakers and mementos for guests.
- ☐ Decorations (flower arrangements and corsages, table decorations, plants for decorating room and stage, other).
- ☐ Catering and facility charges (meals, coffee breaks, receptions, room charges, other).
- ☐ Physical plant costs (cleaning of building, care of grounds, set-up of lectern, chairs, lights, tables, etc., positioning of banners, special equipment, rental of sound system, rental of equipment, chairs, tents, etc.).
- ☐ Speaker expenses (hotel costs, meal and other personal expenses, transportation, honoraria, other).
- ☐ Special services/miscellaneous [manufacturing of plaques or awards, security, photographer, taping (video and audio) for archives, museums].

In planning special events, follow a checklist such as the one provided in this guide to make sure you have covered all the bases.

Increasing Visibility

Contact school administrators, teachers, or union representatives to co-host events at local schools, distribute material at back-to-school nights, or include information in report card mailings. Work with local business groups and merchants to post details about your meetings and offer literature about the education goals campaign on their counters where patrons can take them. Doctors, dentists, and hospitals may also welcome materials in their waiting rooms for patients to read.

Leaflets, Brochures, and Fact Sheets

Leaflets, brochures, and fact sheets can be produced relatively quickly to get out information to the community.

Leaflets need to attract the reader's attention immediately and get the point across simply. Be brief. Select an eye-catching headline and drop-in a graphic illustration from "clip art" books or software packages. Use big and bold print and easy-to-reproduce standard-sized paper. People should be able to scan the message as they pause by a bulletin board or in the time it takes to walk from the distribution point to the nearest trash can! Design a leaflet as you would a poster — eye-catching and instantly understandable.

Leaflets are used to get people to act or to inform them. State your position on an issue, explain the "Goals Process," clarify a situation in which you have been misrepresented. Or, notify the public about special events, such as the new series of daytime TV seminars on the National Education Goals. (Call 1-800-9-8GOALS for more information.)

One variety of leaflet is the *fact sheet*. Fact sheets generally contain more information than leaflets and have a somewhat longer life than the typical leaflet.

Brochures are usually more expensive, multi-page publications printed in color on heavy or glossy paper. Be sure that the purpose and useful life of a brochure really justify the cost and effort. Brochures are especially good handouts when you want to make a strong and favorable first impression — when speaking to an influential community group, for example, or exploring an issue that requires thorough treatment.

Canvassing and Recruiting

Going door-to-door is another way to recruit support and volunteers, communicate the importance of the "Goals Process," and learn more about the opinions of neighbors and fellow citizens.

When organizing colleagues to go knocking on doors, make sure they:

Schedule visits for the weekend or early evening when people are at home.

Travel in pairs. At least one of the canvassers should be a resident in the neighborhood or come from the same background as other residents.

Wear identification. Canvassers should have a highly visible way of identifying themselves. For example, they could wear special tee shirts or buttons with a community goals and standards campaign logo.

Have a goal in mind. Canvassers should seek to convince people to take action, sign a petition, attend or arrange a block discussion session, or attend a community meeting.

Bring brochures, news clips, fact sheets, and other user-friendly material that explains more about the National Education Goals, your local organization, the ways you are working to improve education, and what individuals can do. See for example the checklists for parents, educators and business, or labor leaders in the *Community Organizing Guide.*

Be prepared to talk about your group's accomplishments. Ideally, canvassers should have been involved in previous events and be able to talk about their experiences. If not, they should be familiar with the National Education Goals, the "Goals Process," and data from local goals reports or surveys.

Know how to take "no" for an answer. A large number of neighbors inevitably will refuse to become involved, even after the importance of your efforts has been explained. In this case, simply thank them for their time. Never argue with a resident when you are canvassing.

Identify supporters, opponents, and the undecided. The undecided people should be called a few days later to ask if they have any questions after reading the materials. Invite them to your next meeting or host a special gathering for interested parties to learn more about the "Goals Process."

Keep records. Make sure to keep track of the people you have talked to so you don't return to them again with the same request. Store information in a database and call back those who support your efforts.

Telephone Banks and Telephone Chains

Telephone banks are an effective tool for increasing attendance at an event or conducting a quick poll. A phone bank works best when a few members can gather in a central location away from home — callers are more likely to enjoy the experience and can more easily share information and tips when they are working together at the same site. Business or civic groups with a number of phones in one location may be willing to offer their facilities so your team can make local calls after business hours.

A less expensive alternative for reaching a smaller number of people is to establish a *phone chain* where each member agrees to call three other members to deliver an important or timely message. (An example of a phone chain is located in the "Handouts" section of this guide.)

The chain should be set up so that the person initiating the message calls a small group (such as the leadership team), the leadership team calls other active members, and the active members call everyone else. Check with the last person in the chain to make sure that the message went through. There should also be a bypass mechanism so that someone who is out of town doesn't break the whole chain. Participants should agree that if they cannot reach the next person on the telephone chain, they should select an alternate to make that person's calls.

Circulate copies of the phone chain at meetings so that new members know how they may be contacted and can participate in an important organizational structure. Leaders will find the phone chain to be a quick and reliable means of getting in touch with membership without having to call each person directly.

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MEDIA RELATIONS

MEDIA RELATIONS

> "With enough publicity, even the most difficult task of consciousness raising can be achieved . . . For consciousness raising, one must perform two basic tasks: make the public aware of an issue and arouse their concern that something must be done about it."
>
> — Public Opinion Analyst Daniel Yankelovich

Understanding News Media

One of the best ways to influence public opinion is to influence the news and information that people rely upon in making decisions. News media help inform and influence all of your target audiences — making it one of the most valuable and critical communications tools in your campaign.

News media offer the best opportunity to reach the most people at a given moment. Ongoing coverage can help sustain and reinforce your message, build momentum, and mobilize support for local and National Education Goals.

The difference between being an adequate media strategist and an exceptional one rests with your understanding of the media's needs and your ability to take full advantage of the various opportunities each medium offers.

The "media" encompass both print and broadcast news organizations. Print media include daily and weekly newspapers, news wires, and magazines. Broadcast media include television and radio. Each of these news outlets can be used in a number of different ways to reach various groups of people.

Media outlets, whether print or broadcast, generally have four goals:

- To inform.
- To advise.
- To entertain.
- To make a profit.

Remember that members of the media are under pressure to produce. News radio and TV reporters compete to get the most interesting stories and the best sources or quotes. What makes news is what interests people — how big local and national events affect the community; innovative ways of doing something; what makes life better, richer, or more colorful. These are items people want and need to know about. The media are interested in activities of people who have power, influence events, or shape public opinion, since they cover the ideas and events that affect people in their communities and audiences. Reporters are usually more interested in tangible issues — what affects the wallet and stirs emotion — than in abstract concepts and ideas. Syndicated columnists, editors, and feature writers are often more interested in opinions and trends.

One of the best ways to influence public opinion is to influence the news and information that people rely upon in making decisions. ㉟

Working with News Media

As an organizer of a local goals- and standards-based reform campaign, you are a reliable source for the media. As with any working relationship, it is good to establish a rapport with people in the news media. Like you, they are professionals, and it is very important to understand how they do business. This will help you feel at ease in dealing with reporters or editors and will allow you to develop a relationship of mutual trust and respect.

Access to the media is access to the public. The story they print or broadcast is shaped by the quality, reliability and timeliness of information you provide.

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- Don't be afraid to approach the media with an issue or a story idea.
- Try to keep relationships with the media friendly and honest.
- Make it easy for the media to learn about the events or priority issues of your organization by maintaining open lines of communication. The easier you make it for reporters and editors to do their jobs, the more likely you are to receive favorable coverage.
- Take advantage of breaking news in the areas of education or health care by offering comment as an expert resource and spokesperson. Let the media and the community know that you are able to discuss the local impact of a national story. If an issue or story "breaks" on the national level, look to identify an item that has local impact. Offer interviews, up-to-date information, and anything that can give a reporter a fresh angle.
- A single liaison from your organization should be identified to prevent redundant or conflicting information from reaching the media. The media liaison will be responsible for making regular contacts with reporters and editors and responding to media inquiries. An official spokesperson — usually the team leader or chair of your organizing effort — should be the person most often quoted in news stories.

Always keep in mind that as a professional and representative of the local education goals campaign, you are an expert whom the media can use as a reliable source.

(See the "Tips and Materials" section for additional ideas on working with the media.)

Media Listings and Directories

It is vital to keep good media lists for making telephone contact or sending print materials. Include background information and carefully selected names, addresses, and telephone and FAX numbers for every news organization, reporter, and editor who wants and is most likely to use the materials you send.

The media listing should be as accurate and up-to-date as possible. Include information about deadlines, circulation size, distribution/viewing area, ownership, political leanings and any special topics of interest or format of copy. Also make note of any copy deadlines and times of news broadcast. Track the information in a computerized database or use the inventory forms in the "Tips and Materials" section of this guide.

When putting together a media listing, use reference books available in the public library. These include the *Editor and Publisher Yearbook*, *Working Press of the Nation*, and *N.W. Ayer Directory*. State press associations and many local phone companies also produce media directories. If you have no luck finding information from these sources, then call the station or publication on the phone directly.

A good media listing should include daily and weekly

MEDIA HIT LIST

Media Outlet	Reporter	Phone/Fax	Left Message	Called Back	Notes
PRINT					
Daily Newspaper:					
Education Reporter					
Metro Desk Editor					
Weekly Newspaper:					
Education Reporter					
Editor					
City Papers:					
Education Reporter					
Editor					
BROADCAST					
TV Station (ABC):					
Assignment Editor					
Education Reporter					
TV Station (NBC):					
Assignment Editor					
Education Reporter					
TV Station (CBS):					
Assignment Editor					
Education Reporter					
Public-Access Cable:					
Program Director					
Radio/All News:					
News Director					
Radio/Talk Show:					
News Director					

WHAT IS NEWS?

Sometimes what you think is "news" is not seen that way by the media. Use this list to help develop stories that may generate favorable coverage:

- Announce positions on important and timely issues.
- Influence decisions of the school board or local interest group.
- React to decisions by the board of education.
- Meet to determine a major policy stand.
- Adapt national reports and surveys locally.
- Conduct a poll or survey.
- Analyze an issue or statistics.
- Create special projects for the school or community.
- Attend or conduct workshops and conferences.
- Engage in a political action.
- Stage a debate.
- Inspect a project.
- Pass a resolution.
- Form and announce the names of a committee.
- Announce an appointment.
- Organize a tour.
- Issue a local goals report.
- Honor new officers.
- Tie into a well-known "week" or "day."
- Present an award.
- Give a scholarship.
- Hold a contest.
- Make a trip or site visit.
- Arrange for a testimonial, a guest speaker at meeting or party.

newspapers, shoppers guides, local and special interest publications, city or regional magazines, labor publications, televisions and radio stations (including cable stations), and wire services.

The following section details each of the six primary types of media and explains how you can use each one.

Daily Newspapers

The 1600-plus daily newspapers — "dailies" — in the United States provide an estimated 113 million individuals with their primary source of news every day. Dailies appear in morning and/or evening editions, usually seven days a week.

Daily newspapers cover national, state, and local education initiatives; elementary and secondary school education; and other related topics from many different angles — from writing a profile on a state education leader to covering a local school board meeting.

The better you understand the various ways dailies can cover a story, the more successful you will be as a spokesperson and the more likely you will be to generate solid media and community attention your for campaign and issues. To take full advantage of the print medium, it is important to identify the right person to contact on any given story and know when and how to approach him or her.

Newspaper Deadlines

	Morning Papers	Evening Papers	Sunday Papers
General News	4 p.m. the day before publication	5:30 p.m. the day before publication	12 p.m. the day before publication
Late-Breaking News	8 p.m. the day before publication	9:00 p.m. the day of publication	
Major Late-Breaking News	11 p.m. the day before publication	11:00 p.m. the day of publication	
Features			5 p.m. the Wednesday before publication (preprinted)

Who to Contact

The editorial board determines and writes the paper's official position on various issues. Each weekday these commentaries are found on the editorial page. In major papers, a special section of the Sunday paper is often devoted entirely to editorial commentary.

Op-ed/opinion page editors determine which opinion editorials will be published in the paper. Op-eds usually run on the page opposite from the editorials. They are approximately 400-800 words long. Some smaller dailies have one person who serves as both op-ed and editorial page editor.

Weekly Newspapers

Weekly newspapers (or "weeklies") are usually either suburban papers found in close proximity to large cities or rural papers that provide isolated areas with a link to the nearest town or county seat. They may be offered for sale at news stands, by subscription, or distributed free of charge.

Weeklies primarily focus on events and issues that are directly tied to the communities they serve. Most weeklies also offer a calendar of area events. Contact the calendar editor about upcoming community meetings or other events.

Many weeklies are understaffed and have a limited ability to leave the newsroom to cover events, so often the reporters will write stories from news releases or interviews.

Who to Contact: Although the larger weeklies may have a reporter assigned to cover education issues, most assignments are made by the paper's editor or publisher.

Weekly Newspaper Deadlines: Deadlines vary depending on the size of the paper. Most are two to three days (or more) before publication.

Wire Services

Wire services, such as the Associated Press (AP) or Reuters, are national or international news organizations that provide print and broadcast media around the country with up-to-the-minute news. The information is transmitted directly into the newsroom through telephone lines, microwave signals, or other electronic means of delivery.

Wire stories, especially those concerning out-of-town news, are frequently picked up and run verbatim by print and broadcast outlets. Mid-size and smaller news organizations rely heavily on the wires for coverage outside of their areas. Every large news organization subscribes to at least one wire service to keep abreast of news and to back up its own operations. For that reason, it is critical to be included in wire story coverage. In addition to breaking news, wires also run general news articles, special features on human interest stories, and columns by well-known reporters.

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40 *Television is different from all other media in that it demands visual presentation of your message.*

- Wire service bureaus are typically located in larger cities, but they frequently use "stringers" (local reporters) to cover news in other areas.
- Be sure all publicity materials go to the nearest wire service bureaus and/or their local "stringer."
- Associated Press has radio bureaus that transmit stories to stations regionally and nationally. Many states have radio networks, too. Consult a local media directory to determine the names of local news services and the issues they cover.

Wire Service Deadlines: Larger bureaus are staffed 24 hours a day and have continual deadlines. Weekdays during regular business hours, however, are best for reaching reporters who cover specific beats.

Magazines

Magazines generally offer more comprehensive, in-depth coverage of a subject than newspapers. Consequently, they also demand longer lead-times. Getting covered in magazines usually requires advance planning and a proactive media strategy.

Many magazines have editorial calendars, which provide information about special issues or features planned for the year. To find out what a magazine has planned, request an editorial calendar from the magazine's advertising department at the beginning of each year.

Become familiar with the regular features that appear in every issue and think about where and how a story about your community project to organize and build support for education goals and standards might fit into their format. The editors of these sections are always looking for information that will be newsworthy when the magazine is published.

Who to Contact: At smaller magazines, the editor-in-chief makes most of the assignment decisions. Larger magazines usually have different reporters assigned to cover specific beats (e.g., politics, national news, education, business). Be sure to include in your list of magazines those local and regional publications most often read by tourists and residents.

Magazine Deadlines: News magazines (*Time*, *Newsweek*, etc.) usually have deadlines a week in advance for weeklies and a month in advance for monthlies. Other magazines (consumer, fashion, trade, etc.) have longer deadlines, approximately three to six weeks in advance for weeklies and two to three months in advance for monthlies.

Television

Think "pictures" when you think of television news. Television is different from all other media in that it demands visual presentation of your message. To succeed in generating TV coverage for stories related to education goals and standards, you must be able to differentiate between print and TV stories. For example, the image of parents and teachers staging a demonstration before a school board meeting is more likely to attract a TV crew than "talking heads" at a news conference.

Beyond simply identifying which of your events will be appropriate for TV coverage, try to devise creative ways to enrich the visual aspects of the story you are trying to tell. Stage visually appealing events and highlight opportunities for television reporters to show people in action — teachers and students engaged in standards-based classroom lessons, parents discussing the dimensions of early childhood readiness in a family education class, or business leaders mentoring students.

To maximize your use of television, remember that this medium provides a dual route for conveying your message — through the spoken word and through images. Consider the backdrop at a news conference. Encourage participants at your events to wear campaign tee shirts and buttons or carry banners or signs to increase visibility and recognition.

Although air time on TV newscasts is limited, local stations usually have at least three scheduled news broadcasts a day where you can seek to generate coverage — one at noon, another in the late afternoon or early evening (between 4:00-6:00 p.m.), and a final report around 10:00-11:00 p.m. Generally, noon and late afternoon broadcasts report "lighter" news — special segments and human interest stories — while the early evening broadcasts serve as the station's primary newscasts. The late news is usually a final update of the day's events.

Who to Contact: Typically, deal with the station's assignment editor or news desk. Larger stations usually have three assignment editors — one for the noon newscasts, one for both evening newscasts, and a weekend assignment editor. While few stations have a specialized education reporter, there are generally several correspondents who cover human interest and feature news stories.

Television Deadlines: It is best to give TV stations several days to put together an education story. Do not call during or immediately before a broadcast unless you have major breaking news. TV reporters are busiest in the late afternoon before the evening newscasts. Because the news is constantly changing and television newscasts cover a limited number of stories in their half-hour or hour time block, you will find that TV assignment editors are extremely selective. Breaking news often forces TV stations to change their schedule of news segments at the last minute.

Include cable TV in your media efforts whenever possible.

A Special Note about Cable Television

Local cable television stations are an often overlooked but extremely effective means of reaching large audiences. Include cable TV in your media efforts whenever possible. And remember, public access stations have a legal obligation to carry a certain amont of locally originated programming. In addition to their regularly scheduled public affairs and discussion programs, many local cable operators are interested in providing their facilities to help you produce news and entertainment programs on topics of community interest.

Because local cable television stations face a highly competitive market, the size of their audiences is typically smaller. Be sure to publicize appearances with fliers, in newsletters, and by word of mouth.

Radio

The influence of radio broadcasters in the daily lives of Americans is often grossly underestimated and occasionally altogether overlooked by even the most experienced media strategists. Radio is often described as the captive electronic medium because it reaches people in all aspects of their everyday life — in their cars, on the way to and from work, in their homes and offices, even while they exercise with a Walkman.

Radio programming offers a variety of formats for communicating to a number of distinct audiences. The most common radio-station formats and their primary/target audiences are:

- All-News: adults, heaviest listening during morning and afternoon rush hours.
- All-Talk: adults (over 40), heaviest listening mid-day and evening.
- Easy Listening: adults (over 30).
- Middle of the Road (MOR): adults (over 30; slightly younger than easy listening).
- Classical: adults (usually higher-income bracket).
- Country-Western: adults (over 30).
- Religious: adults (slightly older than MOR audience).
- Black: black adults (age varies depending on format within category).
- Top 40 Rock: youth (18-35).
- Soul: black youth (teens to mid-30's).
- Urban: young adults (20+), contemporary music.

Each radio station offers regular and special programming combinations.

News programs provide a vehicle for releasing important and breaking news. Radio newscasts usually air at least twice every hour, allowing your statement to be edited into many sound bites for repeated use throughout the day.

Regularly scheduled programs (interviews, talk-shows, etc.) provide a public platform to discuss education reform and your community's efforts to achieve education goals in greater length and detail than in normal radio newscasts — which are generally very brief.

Call-in shows often serve as the modern equivalent of the town meeting. The most common tend to focus on issues of controversy and community concern. Although call-in programs can be unpredictable, they are very popular with the general public in large and small markets, and extremely influential in determining public opinion.

Public service and public affairs programs are regularly or specially scheduled programs that generally feature a recognizable host.

Additional Information on Public Affairs Programming

Public affairs programming on both radio and television takes several forms: interviews, documentaries, panel discussions, feature reports, and editorial comments. Since policies differ on public affairs programming, contact the public affairs director at each station to introduce yourself and find out what types of programs they offer viewers and listeners.

- Work on program ideas that fit the available formats. Place coalition leaders on these programs to discuss important issues.
- Send a written proposal to the public affairs director outlining your ideas.
- Follow up with a phone call to discuss them.

Editorial Response

Most TV and radio stations are willing to present contrasting viewpoints on controversial matters of public interest.

- Monitor area stations closely to know if your organization's views are getting fair play.
- Contact stations to determine if your issues are being aired.
- If they are not, request that the station consider the issue. The station is not obligated to accept your request, but most stations will air controversial issues. You may expect a counter viewpoint if the station airs your position.

What if the station refuses to grant air time? Ask for an explanation, and if you are not satisfied, write the Federal Communications Commission, Fairness/Political Programming Branch, 2025 M. Street, N.W., Washington, D.C. 20554. Include all information concerning the case.

The "Tips and Materials" section of this guide offers sample editorials and additional guidance on placing these responses.

NOTES:

MEDIA RELATIONS TOOLS

MEDIA RELATIONS TOOLS

Media Advisory

Purpose — A media or news advisory is used to alert editors and reporters to specific events and/or activities your community may be planning around the National Education Goals and standards-based reform. The media advisory should explain the "who, what, when, where, why, and how" of these events and should provide just enough information to entice media to attend.

> **Note:** Media advisories should not be confused with news releases. Advisories are meant to persuade reporters to cover an activity before it happens. Remember, you want the media to attend your events so that you gain exposure and reporters get the whole story. If you give them all the information in the advisory, they can easily write the story from their desks.

How to Use — Send advisories to your state/local media lists, which should include journalists who regularly cover education and other Goals-related topics such as adult literacy, workforce training, child health, and prenatal care.

If you do not have a specific name, address advisories to the "Assignment Editor" at television stations, the "News Director" at radio stations, and the "City Editor" at newspapers. Also, make sure to send an advisory to state and/or local wire services for inclusion in their "daybook" listing of events scheduled that day.

Even if you know that reporters or news organizations are not likely to attend your event — because of time limitations or other reasons — send an advisory to let them know about it anyway. They may want to schedule a one-on-one interview or contact a wire service to cover the event for them.

Timing — Because an advisory sent too far in advance may get lost in the shuffle, mail advisories at least three to five days in advance but no more than a week, unless holidays will interfere with the timing. If you don't have this lead time, hand deliver or FAX the advisory to local media no later than the morning of the day before the event.

Format — A media advisory should:

- Have a brief headline describing the event.
- Have the words "MEDIA ADVISORY" at the top left corner of the page.
- State the date of release, usually the day it is to be mailed.
- Provide contact names and phone numbers.
- Visually highlight the date, time, and place that the news event will occur.
- Give a brief description of the purpose of the event and what will take place, such as a list of key speakers, and be sure to underscore any strong visual aspects so media decision-makers will know if it would be wise to send a photographer or camera crew.
- Be no longer than one page, as a rule of thumb.
- Indicate the end of the page with by using the universal end-symbols recognized by news organizations: "—30—" or "###."

News Release

Purpose — A news release summarizes and presents important stories for the media. The release should frame your message accurately and provide background information and quotes from reputable and knowledgeable spokespeople. A news release helps to make a reporter's job easier, which in turn benefits your efforts.

How to Use — The news release should be the key component of any media kit or information packet. It should be written with the most important information in the first and second paragraphs. Less important points and expansion of overall issues should be included in later paragraphs. As with the media advisory, news releases should be targeted to specific reporters or to the assignment editor or city editor for distribution to the appropriate reporter.

Timing — Most news releases can be distributed at your events. This keeps you in control of the "news" until you are ready to release it. If reporters cannot attend your event, be sure you distribute the release to them in a timely fashion — the same day, if possible.

However, some information will take reporters longer to review and interpret. For example, a report on a poll will require the media to check the numbers and understand your analysis. In these instances, send a release with more lead time and "EMBARGO" the information.

An "EMBARGO" means that a reporter can read the information but cannot make it public until the date noted. The terminology to use is: "Hold For Release — Embargoed until July 4, 1994 at 10:00 A.M. EDT." This ethically binds the media to your restrictions.

Format — The news release should:

- Be typed on 8-1/2" x 11" letterhead.
- Have wide margins to allow for editor's notes.
- Generally be double-spaced and one-sided.
- Be no longer than three or four pages.
- Have a brief headline describing the story.
- Highlight the release date and provide contact names and phone numbers.
- Indicate page continuation by placing the word "more" in parenthesis at the bottom.
- Identify continuing pages with a one-word "slug" or descriptor followed by dashes and the page number.
- Identify the end by placing a "— 30 —" or "###."

Additional Hints — In writing a news release:

- Use short sentences and paragraphs.
- Make certain that facts are absolutely accurate.
- Check for proper spelling of names and places.
- Avoid jargon and technical terms or explain them if they must be used.
- Don't use initials without indicating what they stand for in the first reference.
- Write factually and objectively — avoid editorializing and using adjectives.
- Insert pertinent quotes from local officials, specific examples, and anecdotes.
- Obtain a "style book" from local bookstores for guidance on punctuation, proper usage, abbreviations, grammar, etc.

News Conference

Purpose — News conferences are used to convene media; to release new information on an issue or a new angle on a previous story; announce a position, future event, or new project; or to launch a campaign.

When to Use — Generally, there are two types of news conferences, proactive and reactive. The proactive news conference would be appropriate, for example, for announcing that your community is launching a Goals 2000 initiative. A reactive news event would respond to breaking news such as the release of the annual National Education Goals Panel Report.

Regardless of the type of news conference, use this vehicle cautiously. If you call on the media to cover a news conference, make sure that you have "news" to deliver or you may risk damaging your reputation as a credible news source.

Timing — Schedule a proactive news conference to coordinate with media deadlines. Generally, the event should be held between 10:00 a.m. and 3:00 p.m.

The best days of the week to hold a news conference are Tuesday, Wednesday, or Thursday. Fridays tend to be poor news days because your story will most likely appear in Saturday's paper, which has a lower circulation. Because of the weekend, Mondays do not allow for last-minute notification of reporters.

Schedule a reactive news conference as close as possible to the breaking news to which you are responding. For example, if an education funding bill is being introduced in the state legislature, convene a news conference that morning, or no later than that afternoon, to react to the bill's implications.

In the reactive news conference, timing is everything. If you wait too long, you will miss being included in the story.

Notification — When you arrange a news conference, send out a media advisory to the appropriate reporters, editors, and columnists. Make follow-up calls at least two days before the event to encourage attendance. This also will help you determine the size of your event.

Site Preparation and Logistics — Site arrangements are a crucial part of a successful news conference.

- Select a location that is convenient for the media or one that provides strong opportunities for visuals (e.g., if you are announcing a new school breakfast program, hold the news conference in a school cafeteria).
- Choose a room that will accommodate the expected attendance. Most likely a small room that accommodates an average turnout of 10-15 people will be sufficient.

- Make sure the room is equipped for broadcast media (e.g., two- and three-pronged electric outlets, etc.).
- Provide a podium that can hold several microphones.
- Display your logo or organizational name on a podium board made of non-glare material.
- Provide chairs for reporters, leaving enough room in the back or in the middle for cameras and tripods.
- If several speakers will be offering remarks, provide a head table with chairs and name cards to identify each.
- Set up easels for any visual materials and make sure to bring double-sided tape to keep the visuals, podium logo, etc., in place.
- Provide a reception table at the room entrance for media to sign in and pick up media information kits. Ask them to provide their name, news organization, and phone number.
- Keep the media sign-in sheet. It is a crucial element for follow-up and future contact. Share the media sign-in sheet with the lead spokespeople before the news conference to alert them to the types of media present.
- Provide a holding room for spokespeople so incoming media will not try to question them before the news conference begins. Talking to media beforehand can sometimes detract from the overall orchestration of the event and the delivery of an effective message.
- Provide modest refreshments only if possible and affordable.

The Event — After all the initial preparations:

- Arrive a half- to one-hour early to make sure your room arrangements are in order.
- Bring along a tape recorder to set on the podium to record the news conference.
- Start the news conference on time and limit the event to 45 minutes or an hour. Allow ample time for questions and answers;
- Depending on the formality of the news conference, have a moderator make introductions and direct questions from the media to the appropriate person.
- If the setting is more informal, begin the news conference by greeting the reporters and briefly stating the purpose for bringing them to the event.
- After the question-and-answer period, leave the room as soon as possible — unless you have prearranged one-on-one interviews with select media.

Followup — Sometimes, even the best planned, most publicized news conferences can fail to attract media or be "upstaged" by unanticipated breaking news. Don't give up or become discouraged. Now is the time to follow-up with those unable to attend in order to secure their interest and coverage.

- Call to inform reporters of what was said at the news conference. Offer to provide them with an interview so that they can cover the story.
- Make sure all the media outlets receive a news release or media kit along with the speakers' statements and any other pertinent information. (Distribute these by FAX or hand deliver if there is a chance that a news organization will cover the story that day.)

Opinion Editorials

Purpose — Opinion editorials or "op-eds" are submitted to daily and weekly newspapers to express the author's position on a particular topic. There are sample op-eds and feature articles in the "Tips and Materials" section of this guide.

When to Use — Write and submit op-eds when you want to express an opinion on events and activities of concern to you as a Goals community organizer. Op-eds are good vehicles for explaining complicated issues — particularly when you are concerned that your message will not be adequately or effectively communicated through regular news coverage.

How to Use — It is a good idea to call the op-ed editor to see if they are interested in the topic and your perspective before investing the time in preparing the piece. During the conversation, explain why your views are important to their readers.

Most daily papers have an op-ed review process that can take anywhere from one to ten days. Many of the larger dailies will require "exclusivity," meaning they will consider your piece only when they are the sole paper receiving it. Be aware of any exclusivity clauses before contacting other newspapers.

When there are no exclusivity issues involved, do a mass mailing to papers and include a one-page "pitch" letter explaining why your opinion should be published, why it is current and relevant, and how your information will be of interest to the paper's readership.

Keep in mind that the "author" of an op-ed is considered at least as important, if not more important, than the message. Make sure that the author you select is the most influential on the topic.

Format — A good opinion editorial should:

- Have a title and indicate authorship.
- Be approximately 400-800 words in length. Check with the papers in advance to determine their word count requirements.
- Be creative, but to the point. Editors like the use of vignettes and analogies, but want to first know what is new and important.
- While you may draw upon the National Education Goals initiative, focus the piece on local angles. Describe the priorities established through the community adoption of the "Goals Process." Cite statistics or other data from local goals reports or surveys. Describe promising and effective education strategies and Goal attainment programs which the community seeks to replicate.
- Stay focused — many op-eds are rejected because the author never delivers a clear message with facts to back it up.
- Include in parentheses at the end the name of the author(s), title, organization, and a one-line description of your mission and membership base.

The staff on the newspaper would rather hear positive input before an editorial appears than handle complaints later.

Editorial Board Meetings

Editorial board meetings create an opportunity to focus media decision-makers on the central issues addressed through the "Goals Process" and to discuss the importance of setting high standards for student learning and performance. The best scenario is to meet before the paper takes a position on a given issue. State your priority concerns in a straightforward manner and seek to shape the board's opinion in your favor. Remember, the staff on the newspaper would rather hear positive input before an editorial appears than handle complaints later.

Arranging the Meeting. Call the editorial department to get the name of the editorial page editor and find out if an editorial writer is 7assigned to or interested in education issues. (Small papers may have only one editorial writer — often the editor. Large papers may have a staff of five to ten editorial writers.)

Submit a letter to the appropriate member(s) of the editorial staff. State the issue and underscore the timely nature of your request to meet with them. Be sure to stress the local angle, such as describing how the school district and community are adopting or adapting national education standards and goals to local needs. Include background about your most recent activities and the current issues or projects in which you are engaged. Provide necessary contact names and phone numbers. Follow up with a telephone call to restate your request and secure interest in a meeting.

Preparing for the Meeting. The typical editorial board meeting will be with two or three members of the newspaper's staff. Often included are the editorial page editor, an editorial writer, and the general reporter assigned to the issue.

Arrive on time and don't show up with a "war party." Bring from your community organizing team only those people necessary to effectively present your case — the committee chair, the media liaison, official spokesperson, or an individual from the community who is particularly well-prepared to discuss technical and complex issues.

Prepare persuasive arguments in advance. Know all sides of the issues, pros and cons, and the latest developments. Research carefully how this newspaper has covered the issue in the past. Know who wrote the stories. Often you may find you like or dislike the way one particular reporter or editor handles an issue. In this case, be prepared to note any discrepancies in the paper's coverage.

Be courteous and professional. Unless you have an already long-established feud with the paper, don't treat this first meeting as a heated debate. Even then, it is unwise to get overly emotional. This is the time to politely build the arguments that you believe the newspaper has not adequately addressed.

Letters to the Editor

Purpose — Letters to the editor should be relied upon to respond negatively or positively to an article or editorial that a newspaper, journal, or magazine has printed on an issue — or to communicate your opinion without going through the editorial approval process required for publishing op-eds.

When to Use — Write letters to respond to editorials or to news coverage that is centrally linked to questions about the National Education Goals or community-based education reform initiatives. Keep your eyes open for opportunities that may, at first blush, seem to be only loosely connected. Health, nutrition, technological innovation, business, and labor affairs may all have keen relevance to achieving the community's goals for education and lifelong learning.

Don't expect your letters to be printed every time. Most papers have policies on how frequently they will publish the same writer's views.

Format — A letter to the editor should convey the most important message in the first paragraph. If you are responding to an article or editorial printed in that paper, reference the title, date, and author of the original piece in your opening sentence. The letter should be between 100 and 400 words. Pieces that are short and sweet are more apt to be printed. Remember to include your name, address, and daytime and evening telephone numbers so the paper can verify who wrote the letter.

Timing — Many newspapers will print several responses to one article on the same day. It is not unusual to see letters to the editor regarding material printed two months ago. This does not mean that you should wait to respond. Submit a letter as soon as possible — usually within a few days to a week of a story's appearance. Check several of the responses in the "Letters to the Editor" section in your local papers to get an idea of the newspaper's timeframe for printing letters.

Radio Actualities

What is an actuality? Simply put, it is a piece of sound — a recorded news release — taken from an actual event, such as a news conference, speech, debate, or rally. The message is fed via telephone from a audio tape to the radio station. Often radio stations are understaffed and not able to send a reporter to cover a news conference. Consequently, they will be pleased to hear actualities.

An alternative to an actuality from a live event is a pre-recorded statement. For example, the chair of your organizing committee reads a short statement into a tape recorder, which you feed to the radio stations.

Radio stations will accept both actualities or recorded statements, but are more likely to take actualities— they have more "oomph" since they originate from a news event.

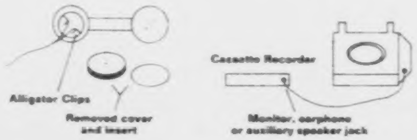
Promoting Actualities to Radio Stations. Always be prepared when calling the station. Be familiar with the material on the tape and know enough about the nature of the news event to offer background information to the reporter. Also, alert the reporter to the total length of the recorded message before you originate the feed. Generally, the shorter the tape, the better. Ideally, condense the message to no longer than 30 or 40 seconds.

Who Accepts Actualities? If the station's only source of news is wire copy or other written accounts of a story, it is more than likely the station will be eager to take your product because it can lend credibility to what could be an otherwise dull newscast. There are 7,000 radio stations in the U.S., many of whom do not have the financial resources to subscribe to radio networks. Also, when calling a station with an actuality, don't call during busy news times (7:00 -8:30 a.m., 11:30 - 12:30 p.m. and 4:30 - 6:00 p.m.).

How Do I Feed Actualities? A few basic pieces of equipment are needed — alligator clips to send the feed through the telephone to the radio stations, a cassette recorder, and a microphone— all of which are available from a local electronics store.

1. Select an excerpt from the tape.
2. Place the plug end of the alligator clips in the monitor outlet of the tape recorder. On some recorders, the monitor is indicated by a drawing of an ear.
3. Remove the cover of the telephone mouthpiece and clamp the red and black alligator clips on either of the two metal tabs.

(Warning: Once the telephone mouthpiece and phone insert are detached, you cannot talk with people on the other end. You can hear them, but they cannot hear you.)



Another method for feeding actualities is to use a telephone answering machine. Record the message that you wish to offer radio stations on the cassette tape for "outgoing" announcements. Call the radio station, and when they acknowledge interest in accepting the feed, simply press the button to play the outgoing message from your machine.

Public Service Announcements

Free air time for public service announcements (also called public service advertisements or PSAs) is available on television and radio to community organizations. These messages must contain noncommercial information that is beneficial to the community. Because stations receive a license to use the public airways, they are required by law to carry public service programming and messages.

Any message that is controversial, political, or self-serving is not considered a public service. For a PSA to be accepted for broadcast, it should stress a call to action — describe how an education goals or standards initiative is in the community's best interest and tell how citizens can get involved.

Public service announcements are not a replacement for paid advertising. Radio and TV stations will base their decision to use a PSA on whether or not the message is truly of service to the public — not of service to the Goals 2000 or community organizing committee.

Before launching a PSA campaign, contact public service directors at individual stations and arrange to meet with them personally to learn more about their guidelines on PSA acceptance. These people are valuable station contacts and might be interested in joining your community organizing campaign to support the Goals.

Determine what their format requirements are for PSAs, and ask if they are willing to help produce the spots. Radio stations will either use cassettes, reel-to-reels, and/or scripts. It is a good idea to include the written scripts even if not requested. Television stations usually use three-quarter- or one-inch tapes and will rarely take the time to produce their own from your written scripts.

Both radio and television PSAs are produced in varying lengths.

10 seconds (approximately 25 words)
30 seconds (approximately 75 words)
60 seconds (approximately 150 words)

When writing public service announcements, keep the following in mind:

- Write short, upbeat sentences.
- Issue a "call for action."
- Tell the audience to contact your organization for more information. Use a telephone number only if your office can handle a volume of in coming calls in the early morning or evening hours.

PSAs should be mailed to a target list of stations along with a cover letter explaining the purpose of the PSAs, their length, and any other information to encourage usage.

To monitor PSA usage, include a "reply card" which stations can send back to indicate if, when, and how often the PSAs were used. The reply card can be simply laid out on a personal computer, or even handwritten on index cards. Design it to resemble a magazine business reply card and pre-stamp it if your budget permits.

Have a volunteer make a round of calls a few weeks after the PSAs are distributed to make sure they arrived. Ask when the station plans to air the messages. Let them know that in your publicity efforts to announce the public service advertising campaign, you would like to provide people with information on when to tune in to the station to see or hear the spots — a trick that often secures better placement for your messages.

The staff on the newspaper would rather hear positive input before an editorial appears than handle complaints later.

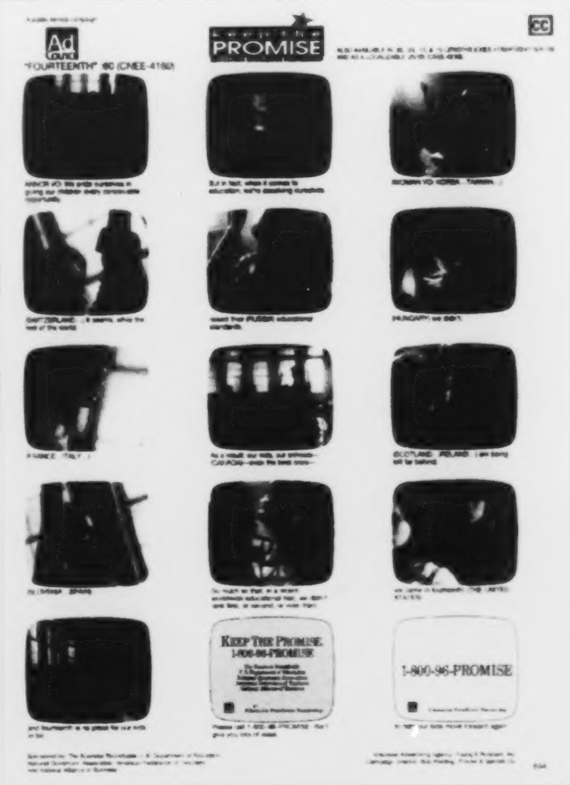
KEEP THE PROMISE

Beginning in the fall of 1994, stations across the country will be asked to participate in the "Keep the Promise" PSA campaign.

The campaign is sponsored by the Ad Council and the Education Excellence Partnership — a coalition including the Business Roundtable, American Federation of Teachers, National Governors' Association, National Alliance of Business, and the "Goals 2000 Educate America Project" of the U.S. Department of Education, a grass-roots network serving thousands of communities in their efforts to achieve the Goals.

The top-quality spots featured in this campaign underscore the need for the U.S. to set higher expectations and standards for student learning if we are to "keep the promises" embodied in the National Education Goals.

A "storyboard" layout of the PSA is included in the "Handouts" section of this guide, and the audio message is featured on the cassette tape. Share this information with your membership and the public service directors of local stations. For more details or to order materials, call 1-800-USA-LEARN.



READY-TO-USE RADIO PSA's

The "Tips and Materials" portion of this guide offers several PSA scripts which you may choose to customize for local usage. The spots are also recorded on the enclosed audio cassette, with time left at the end of each message to include local contact information.

On the cassette you will also hear the audio version of the "Keep the Promise" PSA.

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TIPS & MATERIALS

Tips on Pitching Stories to the Media

- **Use regional angles to localize national stories and advance efforts to achieve the National Education Goals in your community.** For example, when the National Education Goals Panel releases its annual report charting progress toward the Goals, call local education reporters to offer them background on your campaign or compare data on the progress being made in your community. Focus on a local program that is making a difference in your community.
- **Be creative, but to the point.** Reporters are often in a rush and won't have time to listen to your story over the phone. It is important to list priorities of what you want to say before picking up the phone.
- **Use statistics and other data that reporters can readily understand and use.** Data can be powerful ammunition to back up your main points. Avoid using more than two numbers in a sentence and try to express data in percentages — 52 percent, two out of three, more than half, etc.
- **Be prepared and stay focused.** Draft a script before calling reporters, jot down a few critical notes, and practice before making the calls.
- **Know when reporters have covered education issues in the past.** Mentioning a recent story the reporter has covered is often an easy way to lead into a pitch. For example, "I noticed you wrote a story recently concerning our students' declining test scores in math and science. I thought you might be interested in learning what our Goals 2000 committee is doing to help boost student achievement in these areas."
- **Suggest additional resources**. Tell reporters which schools they might visit or provide names of teachers or principals who have agreed to talk to reporters about your efforts.
- **Avoid calling reporters during their deadlines, such as before top-of-the hour news broadcasts.** Find out the deadlines for your local newspapers and television stations in advance.
- **Remember — pitching a story to television media is different from pitching to print media.** To interest a television reporter, the story must be visual. For example, if you are releasing a local Goals Report, suggest a variety of locations where changes can be seen. These could be classrooms, community centers, doctor offices, work sites and even homes.

Tips for Working with the Media

Whenever possible, you should:

- Contact the media about activities or community projects that tie into issues currently in the news. For example, if a national report on child abuse is attracting public attention, let reporters know about a local parent support group that is guiding and helping abusive parents.
- Set up media interviews, discussions, articles, and events to highlight activities coordinated by the community organizing project. If you're conducting a town meeting, launching a new program, or releasing a goals report, alert reporters in advance and make sure that they have all the necessary information.
- Answer all reporter questions about your activity. While some reporters will keep interviews short, more in-depth stories often require lengthy interviews.
- Work to encourage substantial favorable coverage about the teachers, schools, and volunteers who work with you. While reporters often cover the negative angles and downfalls of our schools, they are usually eager to learn about promising and effective strategies and programs.

To prepare for interviews, you should:

- Anticipate questions that may be asked, and draft responses.
- Review relevant facts, statistics, and specific examples needed to support your message.
- Never tell a reporter something you don't want to appear in print.
- Go "off the record" when you want the reporter to have the information without the ability to quote you by name.
- Make your points clearly and concisely. This is particularly important during live television interviews. Try to keep your answers to three or four sentences so the reporter does not interrupt.

Do not continue talking if you feel you have adequately answered a question.

Do not get angry with the reporter.

Do not be afraid to say you don't know the answer, then offer to find the information.

Tips on Preparing an Editorial Response

- Monitor local news programs and newspapers regularly so you know the issues and are aware of a negative editorial.
- If you hear an opinion you wish to respond to, first get a copy of the negative opinion to learn the exact wording.
- Contact the station's news or editorial director to discuss your interest in responding. Ask about such details as restrictions on time or length, subject matter, and how quickly it must be submitted.
- Research, draft, and reword the response.
- For electronic media, find out if the stations will present the response or if you are supposed to supply your own spokesperson.
- Submit radio and TV responses to stations, with a cover letter introducing your organization and its viewpoint. Include background materials on the community campaign and phone number at which the chair or spokesperson can be reached at all times.
- Follow up with a phone call to be sure that the materials are being reviewed.
- Be courteous and professional at all times.

Television Spokesperson Tips

Preparation

In advance, review or think of questions you might be asked. Organize answers to anticipated questions. Define your viewpoint, and be sure of the facts.

Appearance

Clothing: Wear clothes in which you feel comfortable, but avoid patterns or designs that might prove visually distracting. Wear the color that looks best on you. Also, most people check their appearance standing in front of a mirror, but many interviews are conducted seated. How does that outfit look when you are in a chair?

Men — A black suit may look nice in the office or at funerals, but the viewer at home will see the image of a wealthy corporate executive. There is nothing wrong with gray, tan, blue, or any lighter color. A solid-color sport jacket is fine. A blue shirt is no longer mandatory, but if it complements the outfit, fine.

Women — Tailored suits in solid colors or simple patterns are best. Brighter colors are fine for suits and shirts. Avoid black or white. Avoid too much pattern or too much fabric. Ties or ruffles are fine, but keep them small and simple. No flashy jewelry.

Makeup: Only the big stations or networks employ makeup artists — so practice before, under the supervision of someone who knows what he or she is doing. Moderation is the key. Even men find some makeup helpful. A light tough of medium "pancake" or powder can cover up a shiny nose or forehead, cover a heavy beard, and eliminate shadows under the eyes.

Glasses: No problem, unless they are large or contain thick lenses that reflect the light. If you are comfortable without the glasses, take them off — but not if you have the look of someone who wears glasses and has just taken them off.

Self: Project enthusiasm and energy, since apathy produces an apathetic audience and a dull broadcast. Television is a pictorial medium. It makes its greatest impact through visual impressions. Success can be as much a matter of impression as substance.

Posture: Sit erect. Lean slightly toward the host. Crossed legs or ankles give a neater, more relaxed appearance. Keep your hands out of the way. Avoid unnecessary gestures or movements.

On Camera Techniques

Where to Look: Forget the camera. Look at the interviewer most of the time. Many people fail to make their point because they are looking around at the lights or camera or staring off into the distance. If you must avert your gaze for some reason, try to look down slightly, thoughtfully. Remember, if more than one person is being interviewed, the camera may be on you even though someone else is talking.

Credibility: It comes through in the tone of your voice, your posture, and your facial expression. Other factors include the accuracy of your information, commitment, enthusiasm, and sincerity. Credibility is important, since viewers tend to remember general impressions more than specific points.

Questions: Defuse highly charged questions by relaxing, restating the question, and eliminating disparaging words and references. If you don't know the answer to a question, say so. Remember, you are on TV not only to answer questions, but also to register your viewpoint in a positive, forthright way.

Answers: Keep answers short. That is very essential with mike-in-the-face, mini-cam interviews that are very fast-paced and subject to heavy editing later. In those interviews, try to speak in what the trade calls sound bites — short, pithy, substantive phrases, for 20 to 30 seconds at the most.

On a talk show, get involved. You are there to have a conversation on a subject of mutual interest. Simply answering questions may not convey what you have to say.

In all interviews, remember you are trying to reach people who are largely without any technical background. Therefore, avoid professional jargon or technical explanations.

Stopping: When you have said what needs to be said, stop. If the interviewer waits for you to go on, you may wish to give an example illustrating an earlier point you tried to make. Don't restate what has already been said, or you may say something you'll regret.

Turning: If asked a negative question, respond briefly, and quickly follow with something positive. If the interviewer asked if the answer is "A" or "B" when neither is correct, it is fine to say, "Neither one of those, but I can tell you what the answer is."

Interruptions: Television is a medium of interruptions. There are two kinds:

- Being interrupted for not answering the question asked.
- Being interrupted because the time is up. If you have made your points up front in a concise manner, this won't happen.

Sample News Release

For Immediate Release
[Date]

Contact: [Community Organizer]
[Phone Number]

BIPARTISAN COALITION FOR EDUCATION GOALS ADOPTS GUIDELINES FOR ACADEMIC STANDARDS

Members of a bipartisan local coalition, [name], today released a statement of principles supported by [cite number who signed petition of support] citizens to guide adoption of high academic standards for what all students in [community] should know and be able to do. "Citizens in [community] must agree on the results we expect students to achieve in core academic subjects if we are to improve our system of teaching and learning and prepare young people for the challenges of life after school," said [community leader]. "This statement of principles serves as a reference point as we begin to review the various voluntary national standards for student performance being developed by educators, policymakers, and subject matter specialists across the U.S."

The document outlines five general principles and announces the coalition's intent to support education standards that are:

Focused on Academics — "Content standards should address core academic areas such as those outlined in the National Education Goals— English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography."

World Class — "The coalition will only support adoption of content standards which, though uniquely American, are at least as challenging and rigorous as the academic expectations for students in other countries of the world. Standards must not be compromised or watered down for any reason."

Developed from the "Bottom-Up" — "Content standards for student learning must be developed through a consensus building process that involves educators, parents, and community leaders. The coalition would oppose any standards that were not developed through a broad-based, participatory process."

Useful and Adaptable — Standards must "allow local educators the flexibility to design their own curriculum plans within broad outlines. The number of standards should be limited, so that they are feasible for teachers, parents and students to use, and represent the most important knowledge, skills and understandings we expect students to learn."

-more-

Sample News Release (continued)

Page 2 -- Standards

The coalition's statement of principles unequivocally states that standards adopted for the school district must reflect a broad outline of the kind of knowledge and skills necessary for responsible citizenship, further learning, and productive employment in our modern economy."

"These guidelines help assure that the standards created are truly workable for every child in every school in [community]," said [coalition leader]. "The guidelines are designed so that noneducators without specific expertise in fields such as math, science, history, or language arts can understand and judge the merits of standards being set by experts in these academic fields."

According to [community leader], "Approval of these guidelines brings us one step closer to making the National Education Goals a reality in [community]. Although the need for standards-driven reform is national, it must be implemented — indeed, invented — on the local level," [community leader] added. "Together, the citizens of [community] will select the best route for providing necessary assistance to schools. We will chart our own map to reach the standards. But we must make sure that the map allows any student who works hard to meet the standards, and any student who meets the standards to be prepared for his or her future."

The [name of local coalition] was created in [date] to monitor and speed progress toward the National Education Goals forged at the 1989 Charlottesville Education Summit with the U.S. President and all 50 governors. The Goals were codified upon enactment of the "Goals 2000: Educate America Act" in April 1994. [See attached information sheet on the National Education Goals.] Under the legislation, states and localities can apply for "seed grants" to fund system wide education improvement plans.

Members of the [community coalition] include:

For more information on the coalition, or to obtain copies of the statement of principles on academic standards, contact [provide name, address, telephone and FAX number].

— 30 —

Sample Radio Script on the National Education Goals

Five years after the President and the governors of all 50 states met to set National Education Goals, our children's education is still at risk.

The Goals state that by the year 2000, all children in America will start school ready to learn. At least nine out of ten students entering high school will graduate on time, and leave school having mastered core academic subjects such as history, geography, and English. All students should excel in math and science. And all adults should be literate and lifelong learners. Our schools should be safe, drug-free environments conducive to learning. Teachers should have access to professional development opportunities. And all communities should seek to forge partnerships to increase parental involvement in the social, emotional, and academic growth of children.

But simply setting goals is not enough. We have ignored the alarms that have been sounding — high dropout rates, low test scores and concern from businesses about the quality of entry-level workers.

Today, too many of our schools have minimum proficiency standards. We are teaching to the lowest common denominator. We need to set high expectations for all students, or we will get poor performance from most. The National Education Goals provide clear targets for achievement that we can use to measure the quality of our learning support systems and determine what needs to be improved.

Like Omaha, Nebraska, we can organize a Goals committee to survey our citizens on the changes that they think are most needed in the schools.

Like Lehigh Valley, Pennsylvania, we can create a Goals coalition with area businesses to unite our schools, provide mentoring and tutoring to students, and offer assistance to teachers.

Like Leeds, Maine, we can establish benchmarks that demonstrate knowledge and skills in challenging subject matter.

And like many other communities nationwide, we should see how we stack up against the National Education Goals and report what our community needs to do to accomplish them. Just as members of communities band together to help neighbors in a crisis, we must band together to help solve the problems facing our schools.

This nation sets world-class standards for food, air quality, and toys. We can and must do the same for the education of our children. Contact [name & number] to find out what you can do.

Sample Public Service Announcements (PSAs)

SAMPLE 1

(Approximately :30)

Americans demand that the food we eat, the cars we drive, even the toys our children play with meet mandatory standards of quality and safety. Yet, most parents — and the public — are shocked to find that we don't even have voluntary standards in education!

The National Education Goals challenge us to set higher expectations and standards to provide all children with the knowledge and skills they need to succeed in life after school.

But it's up to the citizens of this community to choose the best route to reach the Goals.

Get involved. For more information, call [phone number].

SAMPLE 2

(Approximately: 30 seconds)

This is a test. Do you know what your children are learning? If you think we should expect as much of our students and set standards at least as high as those in other states and countries, then you need to get involved in the local coalition to support the National Education Goals.

The Goals state that by the year 2000, all children will start school ready to learn and graduate from safe, drug-free schools — having mastered core academic subjects. All adults will be literate, lifelong learners. And parents and teachers will get the support they need. Sound too good to be true?

Find out what you can do to achieve the Goals. Call [name of coalition and contact number].

SAMPLE 3

(Approximately: 15 seconds)

This is a test. Do you know what your children are learning? If you think our children should be held to high standards and be able to perform as well as the best students in other states or countries, you need to know about the National Education Goals.

We all have a stake in our schools. Find out what you can do to achieve the Goals. Call [name of coalition and phone number].

Sample Feature Article: 21st Century Math

By Robert M. Nielsen

I often wonder what my Grandfather Siert would think about letting school kids use calculators to do their arithmetic. An absolute wizard at mental math, he could do problems in his head that made mine swim. A lifetime of carpentry had turned him into a preeminently practical man. After helping me with some troublesome math homework, he was invariably frustrated with being told that my teacher wouldn't let me do the problem his way. For Grandfather, there was no "one best way" to do a thing. He always strived for the way that worked best for him.

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continued next page

Sample Feature Article (continued)

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Robert M. Nielsen is a former professor of mathematics and currently an education consultant based in Washington, DC. Additional discussion materials on standards in mathematics can be obtained by writing the National Education Goals Panel, 1850 M Street, N.W., Suite 270, Washington, DC 20036.

Sample Op-Ed

In the United States, we have standards for the amount of fat in hamburger meat and the amount of lead in gasoline. We also have standards for the fabric in children's pajamas. To ensure the quality and safety of everything from stepladders to teddy bears, the nation has established conditions that must be satisfied.

But shocking as it may seem, we have set no similar standards for one of the most crucial building blocks of our society — education.

Currently, the caliber of education our that children receive depends too much on chance and circumstance. It is determined by "ifs" — if you live in the right area, if your child gets the right teacher, if there is necessary support at home.

As a nation, we have been operating blindly, without any agreement on what all our students should know and be able to do. Rather than carefully measuring and monitoring what students are learning at every stage, we require them to accumulate a certain number of courses in their twelve-year public school careers. The problem is, twelve years of attending courses is not always the same as twelve years of learning and mastering specific skills.

Our country can do better than this. We know from our own lives that our victories seldom exceed our efforts. When we set our sites low, we usually get just what we expect. Fortunately, the President, and the nation's governors, and Congress have established the National Education Goals and a mechanism to craft the standards that will measure progress toward the Goals. The Goals are the target we should aim for; the standards will be the nation's first true yardstick to measure student learning.

These Goals and standards are a public promise to our children that they will get the attention they need to become the most skilled and knowledgeable adults possible. In a break from today's self-fulfilling prophecy of disappointing student performance, the Goals tell us what we as a nation need to accomplish. They provide clear targets. With high standards for student performance in place, we have the tools to help measure our progress. Together, Goals and high standards tell us what we need to do to create a world-class workforce and remain internationally competitive.

Without education goals and standards, the consequences are predictable: The brightest pupils in [city] are not challenged, and lower achieving students are left behind. There is no assurance to students, parents, taxpayers, and employers that students who graduate have learned essential knowledge and skills. We accept low levels of student accomplishment, rather than spurring all stu-

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Sample Op-Ed (continued)

dents to perform at their peak. It is like a track coach praising athletes for beating the slowest runner's time, instead of urging them to break their own "personal best" record.

The good news is that this is already beginning to change. In communities across the country, citizens are using the National Education Goals to guide them as they collaborate to establish educational priorities. [City] must join in this nationwide effort.

Like Cabot, Vermont, our teachers and citizens might agree to eliminate traditional requirements that students take a certain number of courses in each subject and replace them with proficiency standards that students must meet every two years. Or they might follow Omaha's lead and hold town meetings and a citywide ballot to identify what the public is ready and willing to do to improve public education. We believe it is time for [city] to come up with its own unique approach to meeting the National Education Goals.

Now is the time to begin. If we continue to expect so little from [city's] students today, we are setting them up for failure in the job markets of tomorrow. By the year 2020, the total of human information will double every 73 days. By the time children born today reach middle age, 97 percent of the knowledge in the world will have been discovered since their birth. Advances in technology are redefining the very nature of work. A mediocre education is not enough to prepare our young people to keep up.

A generation ago, President John F. Kennedy challenged citizens of the United States to land a man on the moon. He knew that the first and most important step in any journey is determining where you want to go.

As we follow the path to world-class student performance, education goals and standards can serve as the guiding stars by which we navigate through change. Our children, and our nation, deserve no less.

[Provide name of author, title, organization, and a one-line description of your organization or interest group.]

Sample Letter to the Editor

[Use this letter on its own, or to respond to education-related articles in the newspaper. In the latter case, the introduction might read: The article on student achievement / teacher salaries / dropout rates / school attendance (headline, date) raises some basic questions about why our education system is falling short. One simple concept can help guide us toward a solution: True progress is possible only if you know your destination.]

To the Editor:

As the nation struggles to figure out why the education system is falling short, one simple concept can serve as a guide: We can only make true progress if we know where we want to go!

Until recently, such goals have been missing in education. We have lacked a national agreement on what students should know and be able to do when they emerge from the public education system and what constitutes the "academic success" to which every student should aspire.

The National Education Goals established under the "Goals 2000: Educate America Act," and the creation of standards for what students should know and be able to do, are now filling that gap — focusing our attention and resources on what we want and need to accomplish. All across the nation, parents and concerned citizens are using the Goals as a framework to dramatically change the systems that support teaching and learning — from prenatal care to assure that babies get the best possible start to workforce training programs that provide employees with opportunities to acquire needed skills. Achieving the National Education Goals will strengthen the fiber and backbone of our communities.

[Insert any local experience or community activities surrounding Goals, if available. Or, use the following paragraph.] In one city, the local newspaper distributed to 250,000 households a report listing more than 125 strategies the community could follow to help achieve the Goals. These strategies were then condensed into a community action plan after more than 50,000 people identified by ballot the activities they felt would be the most appropriate for their schools. The immediate results: a pilot project to teach students the most critical skills required in over 50 of the most prevalent jobs in the community, and a model program that aims to double the number of children served by early childhood care and education. This is just the beginning.

Goals and standards must be the anchor for our education reform efforts. Curriculum, instruction, assessment, and teacher training can all be better focused and more effective if they are aimed toward the same end.

[Other communities / our community] [are/is] starting to see the wisdom of using education goals and standards as a framework for reform. We need to build on that beginning.

Sincerely,
[Your Name]

Sample Speech: Higher Standards, National Goals

U.S. citizens demand that the food we eat, the cars we drive, even the toys our children play with meet a mandatory standard of quality and safety. Yet most parents — and the public — are shocked to find we don't even have voluntary standards of quality in education.

Right now, the quality of our children's education depends too much on chance and circumstance. Quality education is determined by "ifs" — if you live in the right area, if your child gets the right teacher, if there is necessary support at home.

There is no agreement on what all our students should know and be able to do. Rather than carefully measuring and monitoring what students are learning at every stage, we count the years they spend in school — as if twelve years of attending classes is the same as twelve years of learning and mastering specific skills.

Many of our students in <city> are not challenged, not asked to perform to the limit of their abilities. Our students take four years of English, social studies, and science and graduate without ever being held to a standard of achievement that compares with students from other communities, states, or top-performing countries.

We have sunk to accepting low levels of student accomplishment, rather than challenging all students to perform at their peak. It is a bad as having a track coach praise his athletes for beating the slowest runner's time, instead of urging them to reach their personal best.

In 1990, the fifty state governors, led by then-Governor Bill Clinton, met with President Bush to help raise standards in our education system. They rejected the idea that the national government should control the schools or institute a national curriculum. Instead, they decided that the U.S. would play to its strength — its predominantly locally controlled schools. Their solution was to set a national vision and direction by urging each community to chart it own course to achieve National Education Goals.

Through the National Education Goals, the governors and the President addressed priority needs if citizens of this nation are to be prepared to face the next century. The Goals state that by the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- American students will demonstrate competency in challenging subject matter, learn to use their minds well, and be prepared for responsible citizenship, further learning, and productive employment.
- U.S. students will be first in the world in science and mathematics.
- Every adult American will be literate and will possess the knowledge and skills necessary for later life.
- Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.
- Teachers will have access to professional enrichment programs so that they will have the knowledge and skills necessary to instruct and prepare all students for the next century.

continued next page

Higher Standards, National Goals (continued)

- Every school will promote partnerships to increase parental involvement in their children's social, emotional, and academic growth.

These Goals are a public promise to our children and our citizens. The Goals tell us what we as a nation need to accomplish. With clearly defined targets, communities can mount strategies and create an accountability system with specific performance benchmarks to mark progress over time.

A generation ago, President Kennedy challenged citizens of the United States to land a man on the moon. He knew that the first step in any journey is determining where you want to go. The National Education Goals are a first step for the nation, and our community — and it is our job to determine the best way to reach them.

Other communities are well into the process. Many have created family learning programs, parent support networks, prenatal care clinics, and programs to help workers upgrade and refine their skills to remain competitive in today's fast-paced job market. To keep students in school, some communities have instituted dropout prevention programs, alternative school environments, and incentive programs that help pay for college tuition. In other locales, they have concentrated on retraining teachers in specialty subjects and set new curriculum standards for what students should know in every subject area. Many schools are inviting scientists and engineers into the classroom and are sending teachers into the world of industry to study the applications of knowledge.

It's time for [city] to act. For our children to acquire a world-class education, we must all participate in the learning process — whether we are parents, educators, business leaders, community members, or elected officials. We must work together to create new methods, pursue new opportunities, and enforce higher standards.

For our first step, we should embrace the "Goals Process." This calls upon [city] to adopt the National Education Goals or similar goals that cover the entire breadth of focus from prenatal care to lifelong learning. We need to set up a system to assess our current strengths and weaknesses in these Goal areas and set targets for where we want and need to be each year between now and the year 2000. Together, we can devise strategies to meet the Goals and identify barriers that stand in the way of progress. And perhaps most important, we must agree to continuously re-evaluate and modify our strategies as needed.

I ask community leaders, religious leaders, teachers, administrators, parents, students, elected officials, law enforcement and health care professionals, and the general public to join in this journey to make changes that will count. The federal government cannot mandate these changes, nor can our state governments or the hardworking people in schools bring about sweeping and systemic change on their own. This must be a community effort if we are to succeed.

Once, the school and the family formed the foundation of a strong American community. It can be again, if we use the National Education Goals as a framework for improvement.

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NATIONAL EDUCATION GOALS PANEL STAFF

EXECUTIVE DIRECTOR
Ken Nelson

ASSOCIATE DIRECTOR FOR ANALYSIS AND REPORTING
Martin E. Orland

COMMUNICATIONS DIRECTOR
Ruth Whitman Chacon

STAFF
Geri Anderson-Nielsen
Tia Cosey
Cindy Dixon
Bryan Flynn
Leslie Lawrence
Julie O'Brian
Cynthia Prince
Charles J. Walter
Emily Wurtz

Production and design support provided by The Widmeyer Group and Scott Miller

ATIONAL EDUCATION GOALS PAN
1850 M STREET, N.W.
SUITE 270
ASHINGTON, D.C. 200

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How Opinions and Decisions Lead to Action

The success of every communications or organizing strategy will be increased by taking time to understand the stages people go through as they learn about an issue, think about the consequences of action or inaction, and decide what should be done.

The Public Agenda Foundation, a nonprofit and nonpartisan organization which specializes in public opinion research and citizen education, has identified a seven-stage journey through which the public travels to resolve complex issues.

Stage One — People Become Aware of an Issue. At this early stage, it is important to raise consciousness through such activities as media relations, special events, or advocacy group work. Most people remain largely unaware of the socioeconomic conditions driving the movement for education goals and standards. (See the *Guide to Goals and Standards.*) They may not yet recognize that there is no "going back to basics" in education — we must go forward to a set of "new basics" required for success in today's increasingly complex and competitive global economy.

Stage Two — People Develop a Sense of Urgency. This often occurs when a problem hits close to home or when the citizenry is convinced of the absolute gravity or peril of a situation. "My children may not be able to get into a good college or get a decent job if we don't make some serious changes in our local education and training system." Or, "I don't know which immunizations my child needs before he can start school and whether or not my health plan will cover the expense." During this stage of public opinion, it is wise to explain the implications of an issue in the context of public concerns.

Stage Three — People Look for Answers. When people accept that significant change may be needed to speed progress toward education goals, they become eager for answers and will seek them out. People will begin to convert their free-floating concern about the need to do something into proposals for action. Policymakers will try to address issues of priority. This might be the time to hold a community meeting to discuss the consequences, costs, and risks of specific policies and plans.

Stage Four — Resistance! This will be the most difficult stage for communications strategists and community organizers. The public will be reluctant to face the trade-offs that come from choosing a specific plan of action. Resistance is heightened and may seem insurmountable when people feel excluded from the decision-making process on matters that affect their daily lives. You will likely encounter several common types of resistance:

Misunderstanding:	"Standards will lead to standardizations— or worse yet, a national curriculum."
Narrow thinking:	"A little more money and a lot more discipline is what schools need to improve."
Wishful thinking:	"This is a breeze. Once we set high standards for all our students to achieve, everything else in the system will fall into place."
Conflicting values:	"How do I know that the standards being considered for our schools reflect the values I believe in and practice at home?"

Personal resistance to change: "Go ahead. Set high standards, but don't expect me to change what I'm doing at home or school."

The best way to avoid resistance is to ensure that everybody is involved in the process and all that their concerns have been heard.

Stage Five — People Begin to Weigh Choices. After moving beyond initial resistance to change, people begin to weigh their choices rationally and balance various alternatives related to achieving education goals or adopting a standards-based reform plan. At this stage, the public should feel they have a range of choices and a reason to make them. Leadership has a responsibility to clarify the pros and cons of each decision, to offer compromises, and to allow time and opportunity for deliberation.

Stages Six — Intellectual Acceptance. At this stage, most people undergo a basic change in attitudes. They come to a reasoned understanding of the need for a specific action or policy, but may not be willing to change their personal behavior. Be patient. Don't expect too much, too soon. And be careful in interpreting public opinion polls— you may expect more than you can get at this point.

Stage Seven — Full Acceptance. Given time, incentives, and opportunities to consider their core values in light of the challenges and needs, most people come to a point where they have full, pure emotional acceptance of the need to set high standards for all students and create a system of lifelong teaching and learning. Now is the best time to make sure that there is a role for everyone in carrying out the community action plan to achieve education goals.

SIGN-UP SHEET

GOAL: ____________________

I am interested in helping work on activities related to this goal and helping plan how our community can reach this goal.

1) ____________________
name address phone

2) ____________________
name address phone

3) ____________________
name address phone

4) ____________________
name address phone

5) ____________________
name address phone

6) ____________________
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7) ____________________
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10) ____________________
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11) ____________________
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12) ____________________
name address phone

13) ____________________
name address phone

14) ____________________
name address phone

15) ____________________
name address phone

. . . .

Special Events Checklist

PLANNING

_____Choose an effective planning committee.

_____Prepare a detailed budget for the event.

_____Arrange the best date (with an appropriate time and without major conflicting events.) Consider media deadlines.

_____Set a tentative master timetable.

SPEAKERS

_____Set fee and expenses.

_____Obtain resumes and photographs.

_____Confirm speakers.

_____Plan itinerary.

_____Select hospitality people.

_____Get clear understanding of restrictions on news conferences, broadcast rights, and so forth.

_____Provide lodging.

_____Arrange transportation.

ADVANCE PROMOTION

_____Make mailing lists of those interested in the event.

_____Set up mailing facilities and schedule.

_____Produce invitations and media advisories.

_____Mail invitations and media advisories.

SPECIAL PUBLICATIONS

_____Prepare printed program, establishing cost, copy, layout, and delivery date.

_____Prepare a promotional brochure.

_____Design and produce posters.

_____Have tickets printed.

FACILITIES/PERSONNEL

_____Choose the site and room(s) based on estimated attendance.

_____Make sure that facilities are available.

_____Check audience sight lines.

_____Check lighting, ventilation, and acoustics.

_____Learn location of electrical outlets and light switches.

_____Confirm that rest rooms and cloak rooms are available.

_____Make food service arrangements; select menu.

_____Arrange for public address system.

FACILITIES/PERSONNEL

_____Have audiovisual aids (screen, charts, easels) available.
_____Alert security or police.

REGISTRATION TABLE

Arrange for the following:
_____Signs (including alphabetical breakdown)
_____Tables and chairs
_____Name badges
_____Pads and pencils
_____Typewriter
_____Cash box
_____Telephone
_____Program and other literature
_____People to staff the registration table
_____Security

OTHER

_____Prepare a coordinating sheet, assigning every job and detailing timing.
_____Arrange for parking facilities.
_____Set up signs.
_____Order flowers and decorations.
_____Assign ushers or guides.
_____Arrange for first aid facilities.

PUBLIC INFORMATION: ADVANCE

_____Obtain photos of speakers and copies of speeches.
_____Make media calls to alert reporters.
_____Arrange for a media room and a special space for media.
_____Set up a news conference if appropriate.
_____Arrange media interviews in advance.

PUBLIC INFORMATION: AT EVENT

_____Staff media room, if needed.
_____Provide copies of speeches, if available.
_____Direct the photographer to obtain a picture for post-publicity, newsletter, and archives.
_____Tape speeches, if appropriate.

PUBLIC INFORMATION: AFTER EVENT

_____Send out a news release with a copy of speech and photos.
_____Contact radio station with actualities from speeches.

EVALUATIONS

_____Send thank-you notes.
_____Complete financial accounting.
_____Compile a report on all aspects of an event. Critique errors and make recommendations for the future.

BUDGET

_____Printing (invitations, reply cards, program, other promotional material).
_____Mailing (postage, mailing services, secretarial assistance).
_____Gifts for speakers and mementos for guests.
_____Decorations (flower arrangements and corsages, table decorations, plants for decorating room and stage, other).
_____Catering and facility charges (meals, coffee breaks, receptions, room charges, other).
_____Physical plant costs (cleaning of building, care of grounds, set-up of lectern, chairs, lights, tables, etc., positioning of banners, special equipment, rental of sound system, rental of equipment, chairs, tents, etc.).
_____Speaker expenses (hotel costs, meal and other personal expenses, transportation, honoraria, other).
_____Special services/miscellaneous [manufacturing of plaques or awards, security, photographer, taping (video and audio) for archives, museums].

Canvassing and Recruiting Tips

Schedule visits for the weekend or early evening when people are at home.

Travel in pairs. At least one of the canvassers should be a resident in the neighborhood or come from the same background as other residents.

Wear identification. Canvassers should have a highly visible way of identifying themselves. For example, they could wear special tee shirts or buttons with a community goals and standards campaign logo.

Have a goal in mind. Canvassers should seek to convince people to take action, sign a petition, attend or arrange a block discussion session, or attend a community meeting.

Bring brochures, news clips, fact sheets, and other user-friendly material that explains more about the National Education Goals, your local organization, the ways you are working to improve education, and what individuals can do. See, for example, the checklists for parents, educators and business, or labor leaders in the *Community Organizing Guide*.

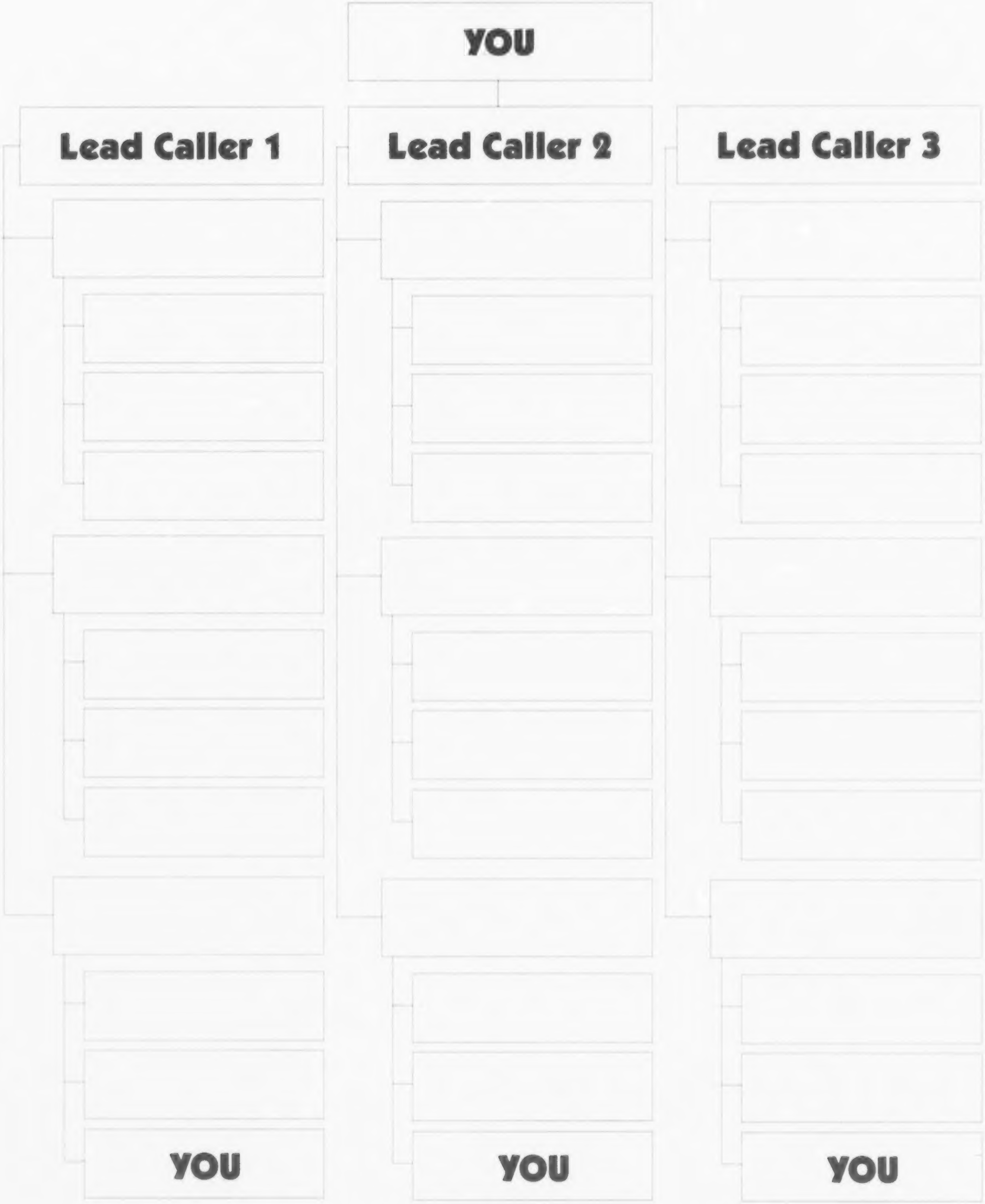
Be prepared to talk about your group's accomplishments. Ideally, canvassers should have been involved in previous events and be able to talk about their experiences. If not, they should be familiar with the National Education Goals, the "Goals Process," and data from local goals reports or surveys.

Know how to take "no" for an answer. A large number of neighbors inevitably will refuse to become involved, even after the importance of your efforts has been explained. In this case, simply thank them for their time. Never argue with a resident when you are canvassing.

Identify supporters, opponents, and the undecided. The undecided people should be called a few days later to ask if they have any questions after reading the materials. Invite them to your next meeting or host a special gathering for interested parties to learn more about the "Goals Process."

Keep records. Make sure to keep track of the people you have talked to so you don't return to them again with the same request. Store information in a database and call back those who support your efforts.

Telephone Chain


YOU
Lead Caller 1
Lead Caller 2
Lead Caller 3
YOU
YOU
YOU

MEDIA HIT LIST

Media Outlet	Reporter	Phone/Fax	Left Message	Called Back	Notes
PRINT					
Daily Newspaper:					
Education Reporter					
Metro Desk Editor					
Weekly Newspaper:					
Education Reporter					
Editor					
City Papers:					
Education Reporter					
Editor					
BROADCAST					
TV Station (ABC):					
Assignment Editor					
Education Reporter					
TV Station (NBC):					
Assignment Editor					
Education Reporter					
TV Station (CBS):					
Assignment Editor					
Education Reporter					
Public-Access Cable:					
Program Director					
Radio/All News:					
News Director					
Radio/Talk Show:					
News Director					

Inventory Form of Daily and Weekly Newspapers

Name of Paper: ____________________

Address: ____________________

Telephone: ____________________

Education Reporter: __________ # __________

Health Reporter: __________ # __________

Business/Labor Reporter: __________ # __________

Political Reporter: __________ # __________

Assignment Editor: __________ # __________

Feature Editor: __________ # __________

Photo Editor: __________ # __________

Managing Editor: __________ # __________

Type of Newspaper: ____________________

Published: Daily Weekly Sunday Other __________

Distribution Areas: ____________________

Circulation: ____________________

Deadlines: ____________________

Coverage Opportunities: ____________________

This newspaper: ____________________

Covers news conferences.	Y	N
Uses news releases.	Y	N
Uses interviews with candidates.	Y	N
Endorses candidates.	Y	N

Inventory Form of Radio and Television Stations

Name of Station: ____________________

Address: ____________________

Telephone: ____________________

Owned By: ____________________

News Programs: ____________________

1. Morning __________ at __________
2. Afternoon __________ at __________
3. Evening __________ at __________
4. Late Evening News __________ at __________
5. Late Night News __________ at __________
6. Other News Shows __________ at __________

News Director: ____________________

Assignment Editor: ____________________

Reporters: ____________________

Program Director: ____________________

Public Service Director: ____________________

Coverage Area: ____________________

Audience Size: ____________________

Audience Profile: ____________________

News Deadlines: ____________________

Market Rating: ____________________

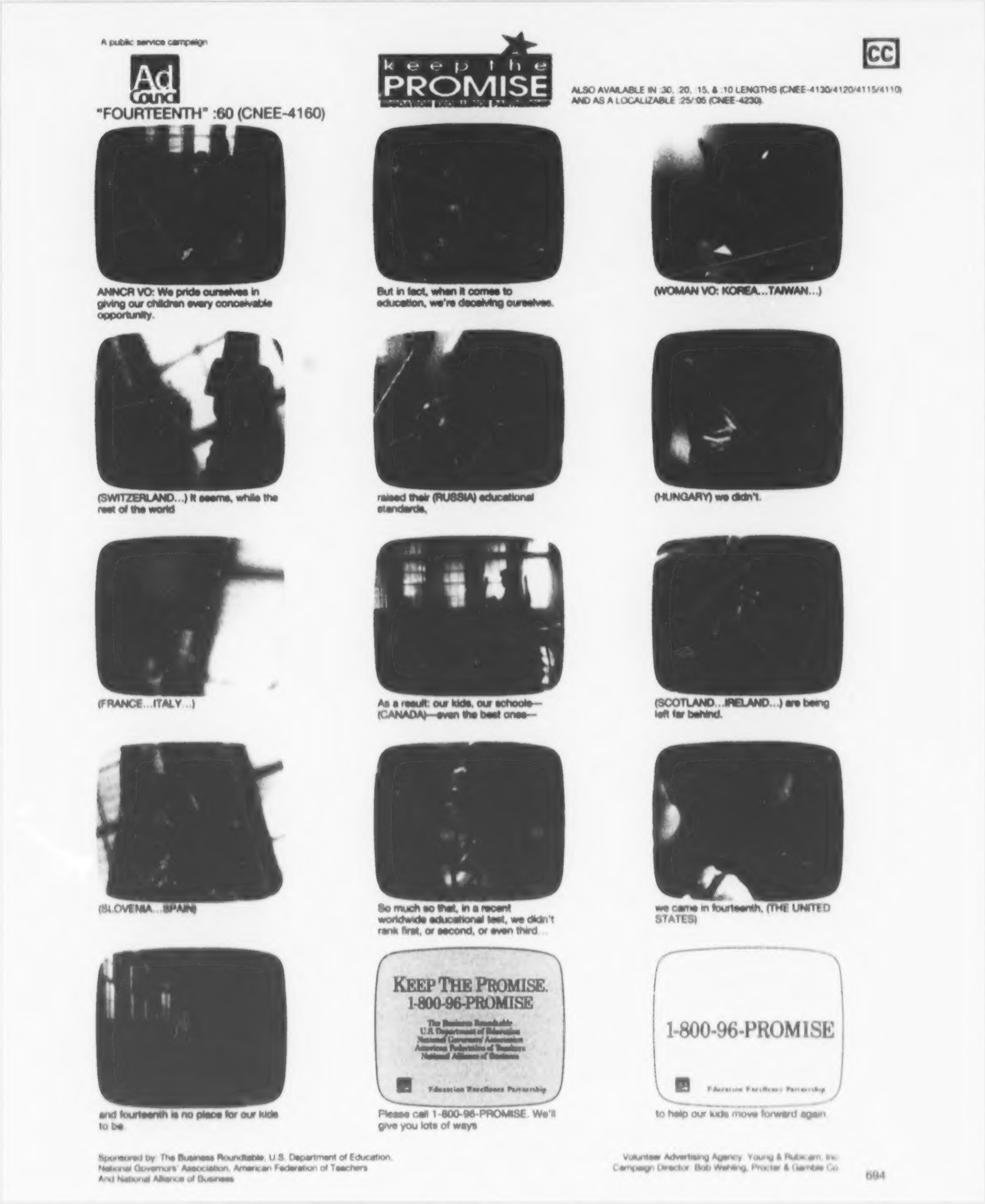
Coverage Opportunities: ____________________

____

This station:

Takes actualities.	Y	N
Takes film footage.	Y	N
Covers live interviews.	Y	N
Covers press conferences.	Y	N
Uses news releases.	Y	N

Sample Public Service Announcement: Keep the Promise Campaign


keep the
PROMISE
CC
KEEP THE PROMISE.
1-800-96-PROMISE
1-800-96-PROMISE

A public service campaign

Ad Council

"FOURTEENTH" :60 (CNEE-4160)

ALSO AVAILABLE IN :30, :20, :15, & :10 LENGTHS (CNEE-4130/4120/4115/4110)
AND AS A LOCALIZABLE :25/:05 (CNEE-4230).

ANNCR VO: We pride ourselves in giving our children every conceivable opportunity.

But in fact, when it comes to education, we're deceiving ourselves.

(WOMAN VO: KOREA...TAIWAN...)

(SWITZERLAND...) It seems, while the rest of the world

raised their (RUSSIA) educational standards,

(HUNGARY) we didn't.

(FRANCE...ITALY...)

As a result: our kids, our schools—(CANADA)—even the best ones—

(SCOTLAND...IRELAND...) are being left far behind.

(SLOVENIA...SPAIN)

So much so that, in a recent worldwide educational test, we didn't rank first, or second, or even third...

we came in fourteenth, (THE UNITED STATES)

and fourteenth is no place for our kids to be.

Please call 1-800-96-PROMISE. We'll give you lots of ways

to help our kids move forward again.

Sponsored by: The Business Roundtable, U.S. Department of Education, National Governors' Association, American Federation of Teachers And National Alliance of Business

Volunteer Advertising Agency: Young & Rubicam, Inc.
Campaign Director: Bob Wehling, Procter & Gamble Co.

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RESOURCE GUIDE

RESOURCE GUIDE

National Education Goals Panel Members: 1993-94

Governors

John R. McKernan, Jr., Maine, Chair (R)

Evan Bayh, Indiana (D)
Arne H. Carlson, Minnesota (R)
Jim Edgar, Illinois (R)
John Engler, Michigan (R)
Michael Leavitt, Utah (R)
E. Benjamin Nelson, Nebraska (D)
Roy Romer, Colorado (D)

Members of the Administration

Carol H. Rasco, Assistant to the President for Domestic Policy (D)
Richard W. Riley, Secretary of Education (D)

Members of Congress

U.S. Senator Jeff Bingaman, New Mexico (D)
U.S. Senator Thad Cochran, Mississippi (R)
U.S. Representative Dale E. Kildee, Michigan (D)
U.S. Representative William F. Goodling, Pennsylvania (R)

State Legislators

State Representative Anne Barnes, North Carolina (D)
State Representative Spencer Coggs, Wisconsin (D)
State Senator Robert T. Connor, Delaware (R)
State Representative Doug Jones, Idaho (R)

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NATIONAL EDUCATION GOALS PANEL PUBLICATIONS

The National Education Goals Panel produces a series of publications that are available for free to the public. To receive any of the publications listed below, call (202) 632-0952.

- Resolutions of the Goals Panel:
    - Assessing Progress on Readiness to Learn
    - Assessing Progress on High School Completion
    - Assessing Progress on Student Achievement: The Future of NAEP
    - Assessing Progress in Citizenship
    - Assessing Progress in Postsecondary Education
    - Core Data Elements for Administrative Record Systems
- Gauging High Performance — How to Use NAEP to Check Progress Toward the Goals (92-01)
- Statewide Student Record Systems: Current Status and Future Trends (92-02)
- Reactions to Goal 1 Technical Planning Subgroup (TPS) Report on School Readiness (92-03)
- Reactions to the Goal 1 TPS Report: Executive Summary (92-03ES)
- Assessing Citizenship: Goal 3 TPS Report on Citizenship (92-06)
- Assessing National Goals Relating to Postsecondary Education: Goal 5 Task Force Report (92-07)
- Report of the Goal 5 TPS on International Workforce Skills (92-08)
- 1992 National Education Goals Report: Building a Nation of Learners (92-09)
- 1992 National Education Goals Report: Executive Summary (92-10)
- 1992 Handbook for Local Goals Reports: Building a Community of Learners (93-01)
- Public Response to the 1992 Goals Report (93-02)
- Report of the Goal 2 TPS on Core Data Elements (93-03)
- Achieving Educational Excellence by Increasing Access to Knowledge: Discussion Document (93-04)
- Public Reaction to Vol. 92-07, Report of the Task Force on Assessing the National Goal Relating to Postsecondary Education (93-05)
- 1993 Summary Guide of the National Education Goals Report: Building the Best (93-06)
- 1993 National Education Goals Report: Building a Nation of Learners — Volume One: The National Report (93-07 Vol. One)

- 1993 National Education Goals Report: Building a Nation of Learners — Volume Two: State Reports (93-07 Vol. Two)
- Promises to Keep: Creating High Standards for American Students (94-01)
- Reconsidering Children's Early Development and Learning: Toward Shared Beliefs and Vocabulary (94-02)

BACKGROUND READING ON GOALS, STANDARDS, AND COMMUNITY REFORM

The following is a list of books, reports, and periodicals which might be helpful resources to your community as you develop a local Goals effort.

"A Leader's Guide to Parent and Family Involvement," Booklet.
Order from: The National Parent Teacher Association. 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611-3690. Call (312) 670-6782. Fax (312) 670-6783.

"Achieving High Standards," by Albert Shanker, Booklet.
Order from: American Federation of Teachers, AFL-CIO. 555 New Jersey Avenue, NW, Washington, DC 20001-2079.

"Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs," Pamphlet.
Order from: Association of Teacher Educators. 1900 Association Drive, Reston, VA 22091-1502, (703) 620-3110.

"America 2000 Community Notebook."
Order from: The Coalition for Goals 2000, Inc. School of Education and Human Development, George Washington University, Washington, DC 20052,
(202) 835-2000.

"America 2000: Where School Leaders Stand," Booklet.
Order from: American Association of School Administrators. 1801 North Moore Street, Arlington, VA 22209-9988, (703) 875-0748.

"The Black Child Advocate," Magazine.
Order from: National Black Child Development Institute. 1023 15th Street, NW, Suite 600, Washington, DC 20005, (202) 387-1281.

"Building Communities Through Strategic Planning: A Guidebook for Community Colleges," Guidebook.
Order from: American Association of Community Colleges Publications. P.O. Box 311, Annapolis Junction, MD 20701, (301) 490-8116.

"Building Public Support for Education Reform," Booklet.
Order from: National Governors' Association, Publications Dept. 444 North Capitol Street, Suite 267, Washington, DC 20001-1512, (202) 624-7811.

"The Busy Parent's Guide to Involvement in Education," Booklet.
Order from: The National PTA. 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611-3690. Call (312) 670-6782. Fax (312) 670-6783.

"A Call for Change - The Report of Education 2000 and Its Task Forces," by James E. Fell Jr., Booklet.
Order from: Education 2000. P.O. Box 150565, Lakewood, CO 80215, (301) 273-6832.

"Children First," Booklet.
Order from: The National PTA. 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611-3690. Call (312) 670-6782. Fax (312) 670-6783.

"Communicating About Restructuring," Booklet.
Order from: Education Commission of the States. 707 17th Street, Suite 2700, Denver, CO 80202-3427.

"Community Education Journal," Magazine.
Order from: National Community Education Association. 3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030, (703) 359-8973.

"Community Organization Handbook - Minnesota 2000," Handbook.
Order from: Commissioner, Department of Education. Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101.

"Counting On You: Actions Supporting Mathematics Teaching Standards," Action Plan.
Order from: Mathematical Sciences Education Board. 2101 Constitution Avenue, NW, HA 476, Washington, DC 20148, 1-800-624-6242.

"Defining World-Class Standards," Booklet.
Order from: The American Federation of Teachers, AFL-CIO. 555 New Jersey Avenue, NW., Washington, DC 20001, (202) 879-4400.

"Developing a System of Education Indicators: Selecting, Implementing and Reporting Indicators," Booklet.
Order from: Council of Chief State School Officers. One Massachusetts Ave., NW, Suite 700, Washington, DC 20001.

"Directory of State Education Agencies."
Order from: Council of Chief State School Officers. One Massachusetts Ave., NW, Suite 700, Washington, DC 20001.

"Divided Within, Besieged Without: The Politics of Education in Four American School Districts," Booklet.
Order from: The Public Agenda Foundation. 6 East 39th Street, New York, NY 10016
(212) 686-6610.

"Educate America - The America 2000 Coalition, Going for the Goals," Booklet.
Order from: The Coalition for Goals 2000, Inc. School of Education and Human Development, George Washington University, Washington, DC 20052, (202) 835-2000.

"Education Blueprints - A 1990's Guide for Rebuilding Education and Workforce Quality," Booklet.
Order from: The Center for Workforce Preparation and Quality Education. 1615 H Street, NW, Washington, DC 20062-2000, (202) 463-5525.

"Effective Public Engagement," Booklet.
Prepared for the New Standards Project by The Public Agenda Foundation
Order from: National Center on Education and the Economy. 700 Eleventh Street, NW, Suite 750, Washington, DC 20001, (202) 783-3672.

"Everybody Counts: A Report to the Nation on the Future of Mathematics Education," Report and Summary Guide.
Order from: Mathematical Sciences Education Board. 2101 Constitution Avenue, NW, HA 476, Washington, DC 20148, 1-800-624-6242.

"Handbook for Principals and Teachers: A Collaborative Approach for Effective Involvement of Volunteers," Handbook.
Order from: National Association of Partners in Education, Inc. 209 Madison Street, Suite 401, Alexandria, VA 22314, (703) 836-4880.

"How to Communicate About Outcomes and School Change," Book.
Order from: High Success Network. P.O. Box 1630. Eagle, CO 81631, (303) 328-1688.

"How to Deal with Community Criticism of School Change," Booklet.
Order from: Education Commission of the States. 707 17th Street, Suite 2700, Denver, CO 80202-3427.

"Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference," Book.
Order from: National Association of Elementary School Principals. 1615 Duke Street, Alexandria, VA 22314-3483, (703) 684-3345.

"Improving the Business of Education," Booklet.
Order from: The Center for Workforce Preparation and Quality Education. 1615 H Street, NW, Washington, DC 20062-2000, (202) 463-5525.

"Leading and Managing for Performance: An Examination of Challenges Confronting Special Education," Report.
Order from: National Association of State Directors of Special Education. 1800 Diagonal Road, Suite 320, Alexandria, VA 22314, (703) 519-3800.

"Making Mathematics Work for Minorities: A Framework for a National Action Plan."
Order from: Mathematical Sciences Education Board. 2101 Constitution Avenue, NW, HA 476, Washington, DC 20148, 1-800-624-6242.

"Measuring Up: Prototypes for Mathematics Assessment," Report.
Order from: Mathematical Sciences Education Board. 2101 Constitution Avenue, NW, HA 476, Washington, DC 20148, 1-800-624-6242.

"Measuring What Counts: A Conceptual Guide for Mathematics Assessment," Book and Policy Brief.
Order from: Mathematical Sciences Education Board. 2101 Constitution Avenue, NW, HA 476, Washington, DC 20148, 1-800-624-6242.

"The National Education Goals Report - Building the Best," Booklet.
Order from: National Education Goals Panel. 1850 M Street NW, Suite 270, Washington, DC 20036, (202) 632-0952.

"The National Education Goals Report," Annual Report.
Order from: National Education Goals Panel. 1850 M Street NW, Suite 270, Washington, DC 20036, (202) 632-0952.

"National Education Standards and Assessments," Booklet.
Order from: The American Federation of Teachers, AFL-CIO. 555 New Jersey Avenue, NW., Washington, DC 20001, (202) 879-4400.

"Omaha 2000," Folder of Documents.
Order from: Greater Omaha Chamber of Commerce. 1201 Harney Street, Omaha, NE 68102, (402) 346-5000.

"On the Shoulders of Giants: New Approaches to Numeracy," Book.
Order from: Mathematical Sciences Education Board. 2101 Constitution Avenue, NW, HA 476, Washington, DC 20148, 1-800-624-6242.

"Organizing for Social Change - A Manual for Activists in the 1990's," by Kim Bobo, Jackie Kendall & Steve Max, Book.
Order from: Seven Locks Press. P.O. Box 27, Cabin John, MD 20818, (301) 320-2130.

"Prisoners of Time," Booklet.
Order from: U.S. Government Printing Office, Superintendent of Documents. Mail stop: SSOP, Washington, DC 20420-9328.

"Raising Standards For American Education - A Report to Congress, the Secretary of Education, the National Education Goals Panel, and the American People," Report.
Order from: U.S. Government Printing Office, Superintendent of Documents. Mail stop: SSOP, Washington, DC 20420-9328.

"Reshaping School Mathematics: A Philosophy and Framework for Curriculum," Book.
Order from: Mathematical Sciences Education Board. 2101 Constitution Avenue, NW, HA 476, Washington, DC 20148, 1-800-624-6242.

"Right From the Start," Report.
Order from: National Association of State Boards of Education. 1012 Cameron Street, Alexandria, VA, 22314. 1-800-220-5183.

"Scholarship and Service: Independent Higher Education and the National Education Goals," Booklet.
Order from: The National Institute of Independent Colleges and Universities. 122 C Street, N.W., Suite 750, Washington, DC 20001, (202) 347-7520.

"School Change Models and Processes - A Review and Synthesis of Research and Practice," by Marshall Sashkin and John Egermeier, Booklet.
Order from: The U.S. Government Printing Office, Superintendent of Documents. Mail Stop: SSOP, Washington, DC 20402-9328.

"School Counseling 2000," Packet.
Order from: American School Counselor Association. 5999 Stevenson Avenue, Alexandria, VA 22304, (703) 823-9800.

"Science Linkages in the Community," Pamphlet.
Order from: The American Association for the Advancement of Science. 1333 H Street, NW, Washington, DC 20005, (202) 326-6460.

"See for Yourself!: A Campaign to Build Support for Your Schools," Book.
Order from: National School Public Relations Association. 1501 Lee Highway, Suite 201, Arlington, VA 22209-1100, (703) 528-5840.

"State Strategies for Restructuring the Education System," Notebook.
Order from: National Governors' Association, Education Policy Studies. 444 North Capitol Street, Suite 267, Washington, DC 20001-1512, (202) 624-7811.

"Striving for Excellence: The National Education Goals," Booklet.
Order from: Educational Resources Information Center. CBIS 7420 Fullerton Rd., Suite 110, Springfield, VA 22153, 1-800-443-ERIC.

"Teach America: A Presidents' Agenda for Improving Teacher Education," Booklet.
"Teach America: Results," Booklet.
"Teacher Education for the Twenty-First Century," Booklet.
Order from: American Association of State Colleges and Universities. One Dupont Circle, NW, Suite 700, Washington, DC 20036-1192, (202) 857-1821.

"Teachers and Teacher Education: Essays on the National Education Goals," Edited by Marilyn J. Guy, Book.
Order from: American Association of Colleges for Teacher Education. One Dupont Circle, Suite 610, Washington, DC 20036-1186, (202) 457-8095.

"Transforming America's Schools," by John Murphy, Book.
Order from: National School Boards Association. 1680 Duke Street, Alexandria, VA 22314, (703) 838-6722.

"What Communities Should Know and Be Able To Do About Education," Booklet.
Order From: Education Commission of the States. 707 17th Street, Suite 2700, Denver, CO 80202-3427.

ELECTRONIC RESOURCES

In more and more communities and homes, individuals are using computers, telephones, and modems to access huge reservoirs of information and myriad communications services. Some are neophytes in the world of on-line services, while others are seasoned network users. But all have found their Goal-attainment strategies enriched through such options as database searches, electronic mail and messaging, community bulletin boards, and live "conference" connections on topics related to education reform and improvement.

To access on-line services you will need a computer, a modem, and a communication software package. Communications software packages include PROCOMM, KERMIT, and X or YMODEM, and many are available free of charge.

Each on-line service, such as Internet, must be contacted to open an account before it can be used on a regular basis. After this is done you will be given a password and an address. These services usually contain many options, such as: electronic mail, articles, calendars of events, and interactive communications options. By using these, you will be able to keep up with the most recent developments in education reform and policy.

The following list of electronic education resources can be used to access information generally not available in local communities, and also to gain access to educators, policymakers, parents, and students across the country.

THE DAILY REPORT CARD

The Daily Report Card is a five- to six-page report on education reform distributed electronically every Monday through Friday at 2:00 pm. Its unique daily report on media coverage of education issues -- derived from a daily review of over 100 news sources nationwide -- is the most current and comprehensive report available.

Accessing the Daily Report Card through Computer Dial-Up

The Daily Report Card can be retrieved from a computer system operated by the American Political Network. There is no charge for this service, but it is a toll-call outside the Washington, DC area.

The document is available daily via the American Political Network's computer. You can reach this computer at any of the following modem speeds: 1200, 2400, 9600 bps (baud)

For **1200** or **2400**, dial:	(703) 237-5260
For **9600**, dial:	(703) 237-5274

This will give you access to the computer. It will ask for a "User ID," which is **DRC**. After this, it will ask for your "Password," which is also **DRC**. This will give you access to the menu.

Accessing the Daily Report Card through Electronic Mail Delivery

If you have access to Internet or Bitnet electronic mail, you can sign yourself onto an automatic mailing list that will post the Daily Report Card in your mailbox each day. To sign up, send an electronic mail message from your account to:

> **listserv@gwuvm.gwu.edu** (Internet) or **listserv@gwuvm** (Bitnet)
>
> Leave the subject line blank. On the first line of the message, type:
>
> sub rptcrd <insert your full name>
>
> For example, the President would type:
>
> sub rptcrd Bill Clinton

You will receive an e-mail message acknowledging that you have been added to the list. Each day the DRC will be sent to the account from which you sent the subscription message.

Accessing the Daily Report Card Via Commercial On-line Networks

The Daily Report Card is available on several commercial on-line computer networks. There are charges for using these networks, but there are no surcharges for accessing the DRC.

- **America Online**
  The Daily Report Card is posted daily in the Teachers' Information Network (Ctrl-K "TIN"), in the "Newsstand" folder.

- **Compuserve**
  The Daily Report Card is posted daily in the Educator's Forum ("go edforum"). Daily Report Card files are saved in the "New Uploads" library as "<date>.drc".

- **Iris**
  Type "Join reportcard" to join the Daily Report Card conference.

GOAL LINE

Goal Line is an easy-to-use, interactive computer network used by community activists and educators to disseminate exemplary programs and practices, and to foster discussion about education reform that leads to action. Goal Line is operated by The Coalition for Goals 2000; it offers an inclusive database of the nation's most promising education programs, practices, and resources and is organized around the National Education Goals. Begun by The Coalition for Goals 2000, whose membership consists of 125 national, nonprofit, and for-profit organizations, Goal Line is a one-stop electronic shop of information on transforming education.

Goal Line was created to connect reformers around the nation, and to help them learn from each other's experiences and knowledge. As such, Goal Line is made up of two components: an on-line database and an interactive conference area. The database contains information on strategies and resources for achieving each of the eight National Education Goals. The conferencing system bolsters the database by allowing different parties to remain in contact and converse on education reform and successful strategies.

Accessing Goal Line

Goal Line is currently operated locally in the Washington DC area. Interested parties should contact the Coalition for Goals 2000 for information about Goal Line:

Coalition for Goals 2000
School of Education and Human Development
George Washington University
Washington, DC 20052
Phone: (202) 835-2000 FAX: (202) 659-4494

ERIC ON-LINE

ERIC, or Educational Resources Information Center, is an on-line service which contains the world's largest education database, containing over 750,000 documents and articles on education research, policy, and practice on a wide range of education subjects. These subjects include: at-risk youth, computer use in school, drug-free schools, education reform, health education, learning disabilities, National Education Goals, and preschool programs. ERIC is a part of the U.S. Department of Education, Office of Educational Research and Improvement located at:

555 New Jersey Ave., NW
Washington, DC 20208-5720
Phone: (202) 219-2289
FAX: (202) 219-1817

ERIC presents education information in a format convenient to users. More than 20 years ago, ERIC became the first commercial on-line database. In 1986 the ERIC database became available for searching on CD-ROM (compact disk, read-only memory).

Now ERIC is available through electronic networks, including the Internet, CompuServe, America Online, America Tomorrow, and GTE Educational Network Services. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

Accessing ERIC

If you have a personal computer with a modem, you can use it to access ERIC information. Call ACCESS ERIC (1–800–LET–ERIC) for help in using the ERIC electronic services.

Accessing ERIC through Commercial Services

Commercial networks such as America Online, CompuServe, and GTE Educational Network Services all feature "AskERIC" information on current topics in education. Many of these services offer all or part of the ERIC database, which can be searched using key words, titles, authors, or other approaches.

A personal computer and modem can also be used to search ERIC and many other databases for a fee by signing up with commercial online database vendors.

On-line Eric Vendors include:

BRS Information Technologies
8000 Westpark Drive
McLean, VA 22102–9980
Toll Free: (800) 955–0906
Telephone: (703) 442–0900
Fax: (703) 893–4632

Data-Star/Dialog
Plaza Suite
114 Jermyn Street
London SW1Y 6HJ
Telephone: +44 71 930 7646
Fax: +44 71 930 2581

DIALOG Information Services
3460 Hillview Avenue
Palo Alto, CA 94304
Toll Free: (800) 334–2564
Telephone: (415) 858–2700
Fax: (415) 858–7069

GTE Educational Network Services
5525 MacArthur Boulevard, Suite 320
Irving, TX 75038
Toll Free: (800) 927–3000
Telephone: (214) 518–8500
Fax: (214) 751–0964

OCLC (Online Computer Library Center)
6565 Frantz Road
Dublin, OH 43017–0702
Toll Free: (800) 848–5878
Telephone: (614) 764–6000
Fax: (614) 764–6096

Accessing ERIC through the Internet

Internet users can reach AskERIC for questions about education, child development and care, parenting, learning, teaching, information technology, or other related topics, by sending an e-mail message to *askeric@ericir.syr.edu*.

You can also use the Internet to connect to sites that offer free public access to the ERIC database. For the latest information on Internet access to ERIC, contact the ERIC Clearinghouse on Information & Technology (phone: 1–800–464–9107 or e-mail: askeric@ericir.syr.edu) or ACCESS ERIC (phone: 1–800–LET–ERIC or e-mail: acceric@inet.ed.gov).

U.S. DEPARTMENT OF EDUCATION SATELLITE TOWN MEETING

Satellite Town Meetings are national teleconferences on education reform. At each town meeting the Secretary of Education, Richard Riley; the Deputy Secretary of Education, Madeline Kunin; and selected panelists discuss current issues in education reform. These meetings are transmitted via satellite so that audiences throughout the country can uplink to them.

Directions: To access the Department of Education Town Meetings, your school or community needs a satellite hookup, or dish, which receives either **C-Band** or **Ku-Band** frequencies. For more information on how to join the Satellite Town Meetings or to let the Department know that your community will be participating, call the Goals 2000 Information Research Center at the Department of Education:

1-800-USA-LEARN

They will be able to give you the dates, times, and frequencies for the Town Meetings.

ORGANIZATIONS

ORGANIZATIONS DEVELOPING CONTENT STANDARDS

The following organizations are developing voluntary standards in the major subject areas based on the National Education Goals. They can be contacted for materials which can be used to develop academic standards in your community.

ARTS

Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 22091
For copies of draft standards, other available material, or information about opportunities to comment on the standards, contact Megan Prosser at (703) 860-4000 or fax (703) 860-4826.

CIVICS and GOVERNMENT

Center for Civic Education
5146 Douglas Fair Road
Calabasas, CA 91302-1467
For copies of draft standards, other available material, or information about opportunities to comment on the standards, contact Margaret Branson at (818) 591-9321 or fax (818) 591-9330 or contact Mark Molly at (202) 265-0529 or fax (202) 265-0710.

ENGLISH and LANGUAGE ARTS

The Center for the Study of Reading
174 Children's Research Center
51 Gerry Drive
Champaign, IL 61820
The center develops standards and materials in reading and language arts. For more information, contact Jean Osborn at (217) 333-2553 or fax (217) 244-4501.

National Council of Teachers of English
111 West Kenyon Road
Urbana, IL 61801.
The council works to help teachers of English and develop curriculums, materials, and standards in English. For more information, call (217)328-3870 or fax 217-328-0977.

FOREIGN LANGUAGES

American Council on the Teaching of Foreign Languages, Inc.
6 Executive Plaza
Yonkers, NY 10701-6801
For copies of draft standards, other available material, or information about opportunities to comment on the standards, contact Jamie Draper at (914) 963-8830 or fax (914) 936-1275.

GEOGRAPHY

National Council of Geographic Education
Geography Standards Project
1600 M Street, NW
Washington DC 20036
For copies of draft geography standards, other available materials, or information about opportunities to comment on the standards, contact Heather Scofield at (202) 775-7832 or fax (202) 429-5771.

HISTORY

National Center for History in the Schools at UCLA
231 Moore Hall, 405 Hilgard Avenue
Los Angeles, CA 90024
For copies of draft standards, other available materials, or information about opportunities to comment on the standards, contact Linda Symcox at (310) 825-4702.

MATHEMATICS

The National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091
For copies of the mathematics standards, other available material, or information about opportunities to comment on the standards, contact Virginia Williams at (703) 620-9840 or fax (703) 476-2970.

SCIENCE

National Academy of Sciences
National Research Council
2101 Constitution Avenue, NW
Washington, DC 20418
For copies of draft standards, other available material, or information about opportunities to comment on the standards, phone (202) 334-1399.

American Association for the Advancement of Science
1333 H Street, NW
Washington DC 20005.
The AAAS has developed Project 2061 and Science for All Americans, which provide an outline of science standards. For more information or materials, call (202) 326-6680 or fax (202) 371-9849

National Science Teacher Association
1840 Wilson Boulevard
Arlington, VA 22201
The NSTA, which includes science teachers at all levels, is assisting in the development of science standards. For more information, call (703) 243-7100 or fax (703) 243-7177.

SOCIAL STUDIES

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016
The NCSS, composed of elementary, secondary, and college social studies teachers, is assisting in developing standards in the social studies. For materials or information, call (202) 966-7840 or fax (202) 966-2061.

NATIONAL ORGANIZATIONS

Following are national organizations that have programs that might help you achieve the National Education Goals and standards-based reform. They are primary resources available to help you find out about different projects and approaches toward improving education. Many also have regional, state, and local offices you may be able to contact.

Academy for Education Development Inc. 1255 23rd Street, NW, Washington, DC 20037. Call (202) 884-8000 or fax (202) 862-1942. The AED runs education programs, mostly abroad but some in this country, addressing a variety of issues, from teen pregnancy to AIDS.

AFL-CIO. 815 16th Street, NW., Washington, DC 20006. Call (202) 637-5144 or fax (202) 637-5058. The AFL-CIO is the labor union's voice in Washington. The AFL-CIO consists of 51 state organization and 740 units serving over 14 million members.

American Alliance for Health, Physical Education, Recreation and Dance. 1900 Association Drive, Reston, VA 22091. Call (703) 476-3405 or fax (703) 476-9527. The AAHPERD is the national association for health, p.e., recreation, and dance educators and is interested in those curriculum areas.

American Association for the Advancement of Science. 1333 H Street, NW, Washington DC 20005. Call (202) 326-6680 or fax (202) 371-9849. AAAS's Project 2061 — a curriculum program that includes interdisciplinary content from math, technology, and science — began with a 1989 report called Science for All Americans, outlining what high school graduates should know about science.

American Association for Adult and Continuing Education. 1101 Connecticut Avenue, NW, Suite 700, Washington, DC 20036. Call (202) 429-5131 or fax (202) 223-4579. The AAACE is a national association interested in adult education issues.

American Association for Higher Education. One Dupont Circle, NW, Suite 600, Washington, DC 20036. Call (202) 293-6440 or fax (202) 293-1827. The AAHE is a national association dedicated to improving the quality of colleges and universities.

American Association of Colleges for Teacher Education. One Dupont Circle, NW, Suite 610, Washington, DC 20036. Call (202) 293-2450 or fax (202) 457-8095. The AACTE is the national association for schools of education; the association is interested in teacher training/staff development issues.

American Association of Community Colleges. One Dupont Circle, NW, Suite 410, Washington, DC 20036. Call (202) 728-0200 or fax (202) 833-2467. The AACC is the national association for junior and community colleges; the association is interested in school/college partnership issues.

American Association of Museums. 1225 Eye Street, NW, Suite 200, Washington, DC 20005. Call (202) 289-1818 or fax (202) 289-6978. AAM's services include accreditation, museum assessment programs, government affairs, continuing education, publications, and vendor-provided services. They are working to coordinate activities at museums across the nation with school curriculums.

American Association of School Librarians. 50 East Huron, Chicago, IL 60611. Call (312) 280-4388 or fax (312) 664-7459. The AASL is the national association for school librarians; the association is interested in curriculum issues, especially textbooks and reading.

American Association of State Colleges and Universities. One Dupont Circle, NW, Suite 700, Washington, DC 20036-1192. Call (202) 857-1821 or fax (202) 296-5819. The AASCU is the association of state colleges and universities; the association is interested in higher education issues.

American Association of University-Affiliated Programs. 2220 Holmes, Kansas City, MO 64108. Call (816) 235-1755 or fax (816) 235-1762. A member of the Coalition of Health Funding in Washington, the AAU-AP provides services that teach students and others studying developmental disorders.

American Association of University Women. 1111 16th Street, NW, Washington, DC 20036. Call (202) 785-7700 or fax (202) 872-1425. The AAUW is an organization of women graduates; the association is interested in a variety of education issues, particularly those affecting girls and women.

American College Testing. One Dupont Circle, NW, Suite 340, Washington, DC 20036. Call (202) 223-2318 or fax (202) 223-0380. ACT is an independent nonprofit organization developing assessments for use in schools and the workplace.

American Council for the Arts. One East 53rd Street, New York, NY 10022-4201. Call (212) 223-2787 or fax (212) 223-4415. The Council, which promotes arts across the country, has an education division.

American Council on Education. One Dupont Circle, Suite 800, Washington, DC 20036. Call (202) 939-9300 or fax (202) 833-4760. The ACE administers the GED, and is interested in a variety of secondary/higher education issues.

American Council on the Teaching of Foreign Languages. 6 Executive Plaza, Yonkers, NY 10701. Call (914) 963-8830 or fax (914) 963-1275. The ACTFL is interested in foreign language curriculum and teaching issues.

American Federation of Teachers, AFL-CIO. 555 New Jersey Avenue, NW, Washington, DC, 20001-2079, Call (202) 879-4400 or fax (202) 879-4545. The AFT is one of the two main teacher unions. They run an Educational Research and Dissemination Program and are especially interested in academic standards, teacher training, and student assessment.

American Library Association. 110 Maryland Avenue, NE, Washington, DC 20002. Call (202) 547-4440 or fax (202) 547-7363. The ALA is an educational association of U.S. libraries and librarians.

American Psychological Association. 750 First Street, NE, Washington, DC 20002-4242. Call (202) 336-5500 or fax (202) 336-5878. The APA recently produced a study on violence among young people, and has also been active in issues of testing and measurement.

American School Counselor Association. 5999 Stevenson Avenue, Alexandria, VA 22304. Call (703) 823-9800 or fax (703) 462-7333. The ASCA is the national association for school counselors.

American Speech-Language-Hearing Association. 10801 Rockville Pike, Rockville, MD 20852. Call (301) 897-5700 or fax (301) 571-0475. The ASHA is a professional association for speech language pathologists and audiologists. The association provides a toll-free number (1-800-638-8255) for the public to call for information on communication disorders. The ASHA has a grass-roots organization of members concerned with education issues.

American Vocational Association. 1401 King Street, Alexandria, VA 22314. Call (703) 683-3111 or fax (703) 683-7424. The AVA is the national association for vocational education.

Association for Supervision and Curriculum Development. 1250 North Pitt Street, Alexandria, VA 22314. Call (703) 549-9110. The ASCD provides information, assistance, and conferences for those involved in curriculum, instruction, supervision, and leadership in the schools.

Association for Women in Science Inc. 1522 K Street, NW, Suite 820, Washington DC 20005. Call (202) 408-0742. The AWS works to promote equal opportunity for women and girls to enter scientific professions and achieve their career goals.

Association of American Colleges and Universities. 1818 R Street, NW, Washington, DC 20009. Call (202) 387-3760 or fax (202) 265-9532. The AACU promotes liberal education and its inclusion in pre-professional programs in colleges and universities.

Association of Retarded Citizens of the U.S. 1522 K Street, NW, Suite 516, Washington, DC 20005. Call (202) 785-3388 or fax (202) 467-4179. The ARC of the U.S. is devoted to improving the welfare of retarded persons.

Association of Teacher Educators. 1900 Association Drive, Suite ATE, Reston, VA 22091. Call (703) 620-3110 or fax (703) 620-9530. The ATE is the national association for those who teach education; the association is active in teacher training/staff development issues. They are reviewing standards in teacher education.

Big Brothers/Big Sisters of America. 230 North 13th Street, Philadelphia, PA 19107. Call (215) 567-7000 or fax (215) 567-0394. The BB/BS is a national mentoring program that pairs adults with disadvantaged youngsters.

Boys and Girls Clubs of America. 1230 West Peachtree Street, NW, Atlanta, GA 30309. Call (404) 815-5700 or fax (404) 815-5757. Members of this organization are workers in boys and girls clubs. They try to improve recreational and social opportunities for youth.

The Business Roundtable. 1615 L Street NW, Suite 820, Washington, DC 20036. Call (202) 872-1260 or fax (202) 466-3509. The association examines and develops positions on public issues that effect the economy. They have an active education reform agenda.

Camp Fire Girls and Boys. 4601 Madison Avenue, Kansas City, MO 64112. Call (816) 756-1950 or fax (816) 756-0258. Members are workers in Camp Fire groups. They try to improve recreational and social opportunities for youth.

Center for Civic Education. 5146 Douglas Fir Road, Calabasas, CA 91302-1467. Call (818) 591-9321 and fax (202) 265-0710. Or call (202) 265-0529 and fax (202) 265-0710. The CCE is one of the groups involved in developing national standards for civics.

Center to Prevent Handgun Violence. 1225 Eye Street, NW, Suite 1100, Washington DC 20005. Call (202) 289-7319 or fax (202) 408-1851. Founded in 1983, the center is a national nonprofit education, research, and legal action organization dedicated to educating Americans about the scope of gun violence and preventing further bloodshed. The center works with health professionals, lawyers, researchers, law enforcement officers, educators, entertainers, civic groups and media to attack the gun violence epidemic on many fronts.

The Coalition for Goals 2000. School of Education and Human Development, George Washington University, Washington, DC 20052. Call (202) 835-2000 or fax (202) 659-4494. A private organization promoting the National Goals in local communities, the Coalition has materials for local Goals efforts and a database on organizations and communities involved in Goals- and standards-based reform.

The College Board. 45 Columbus Avenue, New York, NY 10023. Call (212) 713-8041 or fax (212) 713-8282. The College Board develops tests, including Advanced Placement Examinations, the SAT, GRE, and NTE. They also conduct research on education issues and run programs for students.

Council for Advancement and Support of Education. 11 Dupont Circle, NW, Suite 400, Washington, DC 20036-1261. Call (202) 328-5909 or fax (202) 387-4973. The CASE is interested in a variety of higher education issues.

Council for American Private Education. 1726 M Street, NW, Suite 1102, Washington, DC 20036. Call (202) 659-0016 or fax (202) 659-0018. The CAPE represents the nation's private elementary and secondary schools, and actively voices private-school positions on public policy issues affecting private education.

Council for Basic Education. 1319 F Street, NW, Suite 900, Washington, DC 20004-1152. Call (202) 347-4171 or fax (202) 347-5047. The CBE is a national organization interested in curriculum issues; the Council is involved in developing standards for the arts.

Council for Exceptional Children. 1920 Association Drive, Reston, VA 22091-1589. Call (703) 620-3660 or fax (703) 264-9494. The CEC is the national association for children with disabilities.

Council of Chief State School Officers. One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431. Call (202) 336-7015 or fax (202) 408-8076. The CCSSO is the national association for state education directors. The Council is interested in all aspects of the Goals, especially on the state level.

Council of Great City Schools. 1301 Pennsylvania Avenue, NW, Suite 702, Washington, DC 20004. Call (202) 393-2427 or fax (202) 393-1271. The CGCS is a network of most of the largest school districts in the country; the Council is interested in curriculum, school safety, teacher training, and other Goals- and standards-related issues.

Council of State Governments. 3560 Iron Works Pike, PO Box 11910, Lexington, KY 40578. Call (606) 231-1939 or fax (606) 231-1858. The Council seeks to preserve and strengthen the role of the state in the federal system; it serves as a research and service agency.

Education Commission of the States. 707 17th Street, Suite 2700, Denver, Colorado 80202, (303) 299-3609. The commission is a nonprofit nationwide compact to help governors, state legislators, state education officials, and others develop policies to improve education at all levels. The commission specializes in state education issues and local implications of national policy.

Educational Resources Information Center (ERIC). 7420 Fullerton Rd. Suite 110, Springfield, VA 22153. Call 1-800-433-ERIC. See U.S. Department of Education Resources information.

Educational Testing Service. 1776 Massachusetts Avenue, NW, Suite 620, Washington, DC 20036. Call (202) 659-8043 or fax (202) 659-8075. ETS administers the SAT and the National Assessment of Educational Progress; ETS is interested in a variety of assessment and standards issues and frequently publishes data and analysis on major educational policy issues related to the Goals.

EDUCOM. 1112 16th Street, NW, Suite 600, Washington, DC 20036. Call (202) 872-4200 or fax (202) 872-4318. Educom is a consortium of colleges, universities, and other nonprofit institutions to facilitate the introduction, use, and management of information technology.

Families USA Foundation. 1334 G Street, NW, Washington DC 20005. Call (202) 628-3030 or fax (202) 347-2417. The Foundation is a national consumer group leading the fight for affordable health and long-term care for all American families, by engaging in public education, policy research, organizing at state and local levels, and advocacy.

Federation of Families for Children's Mental Health. 1021 Prince Street, Alexandria, VA 22314. Call (703) 684-7710 or fax (703) 684-5968. The federation seeks to improve the mental health of children.

Girl Scouts of the U.S.A. 420 Fifth Avenue, New York, NY 10018-2702. Call (212) 852-8000 or fax (212) 852-6517. The Girl Scouts are a national organization for all girls ages 5-17, emphasizing service to society, development of values and self-awareness, and leadership training.

Girls Incorporated. 3 East 33rd Street, New York, NY 10016. Call (212) 689-3700 or fax (212) 683-1253. GI is a national organization offering innovative programs, research, and services through a network of over 200 centers that encourage girls to master physical, intellectual, and emotional challenges.

Goals 2000. Department of Education, Office of the Secretary, Room 4181, FOB-6, Washington, D.C., 20202, (202) 401-3078. Goals 2000 is the U.S. Department of Education's office that administers the National Goals and programs to meet the Goals. They are active in promoting the use of the Goals and helping local communities develop their own ways of meeting the Goals.

High Success Network. P.O. Box 1630. Eagle, CO 81631. Call (303) 328-1688 or fax (303) 328-1698. The Network specializes in education and materials about Outcome-Based Education.

Hispanic Association of Colleges and Universities. One Dupont Circle, NW, Suite 230, Washington, DC 20036. Call (202) 833-8361 or fax (202) 833-8367. The HACU is the national association for higher education institutions with primarily Hispanic enrollments.

Institute for the Development of Educational Activities. 259 Regency Ridge, Dayton, OH 45459. Call (513) 434-6969 or fax (513) 434-5203. IDEA's purpose is to lessen the time gap between what is known about good education and what is practiced in elementary and secondary schools in our country. It helps schools implement and plan school improvement programs.

Independent College Office. 1730 Rhode Island Avenue, NW, Suite 1205, Washington, DC 20036. Call (202) 232-1300 or fax (202) 331-1283. The ICO works with independent colleges to gain increased government support.

Institute for Educational Leadership. 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036. Call (202) 822-8405 or fax (202) 872-4050. The IEL is a network of education policymakers and administrators; the Institute is interested in a variety of vocational training, governance, collaboration, and other policy issues.

International Reading Association. 444 North Capitol Street, NW, Suite 422, Washington, DC 20001. Call (202) 624-8827 or fax (202) 624-8826. The IRA is interested in reading and other related curriculum issues.

Learning Research Development Center. University of Pittsburgh, 3939 O'Hara Street, Pittsburgh, PA 15260. Call (412) 624-7485 or fax (412) 624-9149. The center conducts research on how children learn and how teaching can be improved.

Music Educators National Conference. 1806 Robert Fulton Drive, Reston, VA 22091. Call (703) 860-4000 or fax (703) 860-4826. MENC is a professional organization of music teachers, administrators, and students, affiliated with numerous other musical organizations.

National Adult Education Consortium. 444 North Capitol St, NW, Suite 422, Washington, DC 20001. Call (202) 624-5250 or fax (202) 624-8826. The NAEC is the national association of state directors of adult education and state-level adult education staff; the association provides professional development.

National Alliance of Black School Educators. 2816 Georgia Avenue, NW, Suite #2, Washington, DC 20001. Call (202) 483-1549 or fax (202) 483-8323. The alliance seeks to improve American educational opportunity and remove racial barriers in the field of education.

National Alliance of Business. 1201 New York Avenue, NW, Suite 700, Washington, DC 20005. Call (202) 289-2962 or fax (202) 289-1303. The NAB advocates for business on workforce policy and emphasizes the need for building and strengthening job training and education.

National Association for Asian and Pacific American Education. 1212 Broadway, Suite 400, Oakland, CA 94612. Call (510) 834-9455 or fax (510) 763-1490. The Association works to improve the education of Asian and Pacific Americans and provides a network for teachers of these students.

National Association for Bilingual Education. 1220 L Street, NW, Suite 610, Washington, DC 20005-4018. Call (415) 469-4781 or fax (415) 239-1837. The NABE promotes the provision of bilingual education services to children.

National Association for the Advancement of Colored People. 4805 Mount Hope Drive, Baltimore, MD 21215. Call (410) 358-8900 or fax (410) 764-7357. The largest civil rights organization seeks to end racial segregation and discrimination in all aspects of American life.

National Association for the Education of Young Children. 1509 16th Street, NW, Washington, DC 20036. Call (202) 232-8777 or fax (202) 328-1846. Members of NAEYC are administrators and teachers in schools of the very young; the association is interested in school-preparedness and other early childhood issues.

National Association of College Admissions Counselors. 1631 Prince Street, Alexandria, VA 22314-2818. Call (703) 836-2222 or fax (703) 836-8015. The NACAC is comprised of secondary school counselors, and college and university admissions officers who work with students making the transition from high school to postsecondary education.

National Association of Counties. 440 First Street, NW, Washington, DC 20001. Call (202) 393-6226 or fax (202) 393-2630. The NAC serves as an educational agency for county officials and other appropriate audiences.

National Association of Elementary School Principals. 1615 Duke Street, Alexandria, VA 22314-3483. Call (703) 684-3345 or fax (703) 548-6021. The NAESP serves as an advocate for high-quality educational and social programs to benefit children and youth.

National Association of Independent Colleges and Universities. 122 C Street, NW, Suite 750, Washington, DC 20001. Call (202) 347-7520 or fax (202) 628-2513. The NAICU promotes private and government support for the nation's private institutions of higher learning.

National Association of Independent Schools. 620 L Street, NW, Washington, DC 20036-5605. Call (202) 973-9700 or fax (202) 973-9790. Association members are independent elementary and secondary schools.

National Association of Partners in Education. 209 Madison Street, Suite 401, Alexandria, VA 22314. Call (703) 836-4880 or fax (703) 836-6941. This association works to link schools and districts to community organizations, businesses, health care agencies, clubs, etc., in order to improve the academic and personal growth of students.

National Association of Secondary School Principals. 1904 Association Drive, Reston, VA 22091. Call (703) 860-0200 or fax (703) 860-5432. The NASSP is the national association for high school and middle school principals; the association is interested in a variety of curriculum, school safety, and other Goals- and standards-related issues.

National Association of State Boards of Education. 1012 Cameron Street, Alexandria, VA 22314. Call (703) 836-2313 or fax (703) 684-4000. The NASBE is comprised of state board of education members from the U.S. and Canada. They have information on policies affecting education.

National Association of State Directors of Special Education. 1800 Diagonal Road, Suite 320, Alexandria, VA 22314. Call (703) 519-3800 or fax (703) 519-3808. The NASDSE represents state leaders responsible for the education of handicapped students.

National Black Child Development Institute. 1023 15th Street, NW, Suite 600, Washington, DC 20005. Call (202) 387-1281 or fax (202) 234-1738. The institute serves as a resource to improve the quality of life of African American youth and families through direct services, public education, leadership training, and research.

National Board for Professional Teaching Standards. 1900 M Street, NW, Suite 210, Washington, DC 20036. Call (202) 463-3980 or fax (202) 463-3008. The National Board provides a voluntary evaluation program leading to national teacher certification. The Board is establishing high and rigorous standards for teaching, while providing states and localities with great flexibility in assessment and strategies. It is also working to improve public recognition of the achievements and abilities of teachers.

National Catholic Education Association. 1077 30th Street, NW, Suite 100, Washington, DC 20007. Call (202) 337-6232 or fax (202) 333-6706. NCEA members are Catholic educators involved at all levels from preschool through universities and seminaries.

National Center on Education & the Economy. 39 State Street, Suite 500, Rochester, NY 14614. Call (716) 546-7620 or fax (716) 546-3145. The center investigates the connection between the economy and education, and proposes improvements in the education system. They produce studies on education, including *America's Choice: High Skills or Low Wages!* They are administrating the New Standards Project, a partnership of states and urban school districts formed to adopt high national standards and to develop a new assessment system designed to gauge student progress toward those standards.

National Community Education Association. 3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030. Call (703) 359-8973 or fax (703) 359-0972. The NCEA supports communities in public education and lifelong learning involvement. They provide standards-based reform information and models that have worked in other communities.

National Conference of State Legislatures. 444 North Capitol Street, Suite 515, Washington, DC 20001. Call (202) 624-5400 or fax (202) 737-1069. The NCSL is a bipartisan organization that serves the legislators and staffs of the nation's 50 states, its commonwealths and territories. The NCSL provides research, technical assistance and the opportunity for policymakers to exchange ideas on the most pressing state issues. The NCSL has two committees which are responsible for studying state issues related to education, the Education Committee and the Education and job Training Committee.

National Council for History Education. 26915 Westwood Road, Suite B2, Westlake, OH 44145. Call (216) 835-1776 or fax (216) 835-1295. The council provides leadership in history education, develops connections between schools and colleges, and promotes greater inclusion of history in the curriculum.

National Council for the Social Studies. 3501 Newark Street, NW, Washington, DC 20016. Call (202) 966-7840 or fax (202) 966-2061. The NCSS provides leadership in the field of social studies education, assists in the professional development for social studies educators, and strengthens the advancement of social studies education.

National Council of Churches. 475 Riverside Drive, New York, NY 10115. Call (212) 870-2267 or fax (212) 870-2817. The NCC's 32 member churches serve 48 million Americans and work together on Christian unity.

National Council of Teachers of English. 111 West Kenyon Road, Urbana, IL 61801. Call (217) 328-3870 or fax (217) 328-0977. The council works to help teachers of English and develops curriculum, materials, and standards in English.

National Council of Teachers of Mathematics. 1906 Association Drive, Reston, VA 22091. Call (703) 620-9840 or fax (703) 476-2970. The 92,000-member NCTM improves the quality of mathematics teaching in the schools. It produced the NCTM standards for curriculum and evaluation (1989) and teaching (1991).

National Easter Seal Society. 230 West Monroe Street, Suite 180, Chicago, IL 60606. Call (312) 726-6200 or fax (312) 726-1494. The society helps people with disabilities achieve maximum independence through program services, advocacy, public education, government and public relations, research, and technical assistance for people with disabilities, as well as their families and friends.

National Education Association. 1201 16th Street, NW, Washington, DC 20036. Call (202) 822-7337 or fax (202) 822-7741. The NEA strives to enhance and strengthen public education in America. NEA is one of the two main teacher unions. They have information on instruction and curricula.

National Education Goals Panel. 1850 M Street, Suite 270, Washington, D.C. 20036, Call (202) 632-0952 or fax (202) 632-0957. The National Education Goals Panel was created by agreement of the Bush Administration, the National Governors' Association, and Congress and charged with measuring the nation's progress toward achieving the National Education Goals over a ten-year period. The bipartisan Panel includes eight governors, two members of the Administration, four members of Congress, and four state legislators. The Panel develops annual Goals reports and other materials to help community and state leaders as they implement Goals- and standards-based reform. They also review standards and assessments, and identify effective nationwide practices on Goals reform. For a list of Goals Panel publications, see the section in this Resource Guide.

National Education Standards and Improvement Council. The NESIC has been created by authorization of the "GOALS 2000: Educate America" Act. NESIC will work with the National Education Goals Panel to review and certify education standards as they are adopted at the state level or by professional associations working in major subject areas (math, science, history, etc.).

National Geographic Society Education Foundation. 1145 17th Street, NW, Washington DC, 20036. Call (202) 828-6686 or fax (202) 429-5709. The society promotes the inclusion and better teaching of geography. It provides materials and programs for schools.

National Governors' Association. Hall of States, 444 North Capitol St, Suite 267, Washington, DC 20001. Call (202) 624-5320 or fax (202) 624-5313. Founded in 1908, the Association is a bipartisan organization of the governors of all 50 states. The governors use the NGA to collectively influence the development and implementation of national policy and apply creative leadership to state issues. The association serves as a vehicle for sharing knowledge of innovative programs among the states and provides technical assistance on a wide range of management and policy issues. The association has a unit devoted to conducting education policy studies.

National Head Start Association. 201 North Union Street, Suite 320, Alexandria, VA 22314. Call (703) 739-0875 or fax (703) 739-0878. The NHSA provides professional, statistical, and technical assistance to encourage and promote the development of children, youth, families and communities.

National League of Cities. 1301 Pennsylvania Avenue, NW, Washington, DC 20004. Call (202) 626-3000 or fax (202) 626-3043. The NLC represents the interests of its members to federal and state governments.

National Middle Schools Association. 4807 Evanswood Drive, Columbus, OH 42339-6292. Call (614) 848-8211 or fax (614) 848-4703. NMSA members are educators and parents interested in middle school education.

National Institute of Independent Colleges and Universities. 122 C Street, N.W., Suite 750, Washington DC 20001. Call (202) 347-7520 or fax (202) 628-2513. The institute has been involved in linking higher education to the National Education Goals.

National Parents and Teachers Association. 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611-3690. Call (312) 670-6782 or fax (312) 670-6783. The PTA's members are local parents and teachers. The NPTA works to increase parental involvement of education and to improve the education, health, and safety of children.

National Puerto Rican Coalition. 1700 K Street, NW, Suite 500, Washington, DC 20006. Call (202) 223-3915 or fax (202) 429-2223. The coalition is a part of the higher education coalition and is an advocate on education, employment, and training policies pertaining to Puerto Ricans.

National Retail Federation. 325 Seventh Street, NW, Suite 1000, Washington, DC 20004. Call (202) 783-7971 or fax (202) 737-2849. The NRF can help schools and community develop partnerships between retail stores and schools.

National Retired Teachers Association — American Association of Retired Persons. 601 E Street, NW, Suite 206, Washington, DC 20049. Call (202) 434-2300 or fax (202) 434-2320. This division of the AARP represents the interests of retired teachers.

National School Board Association. 1680 Duke Street, Alexandria, VA 22314. Call (703) 838-6700 or fax (703) 683-7590. The NSBA represents the nation's school board members, who determine policy for public school districts. They have produced materials to help school boards set priorities for districts based on polling of school personnel, community residents, students, and recent graduates.

National School Public Relations Association. 1501 Lee Highway, Suite 201, Arlington, VA 22209. Call (703) 528-5840 or fax (703) 528-7017. NSPRA is an association of public relations individuals from school districts; national, state, and local associations; state education agencies; and school-community programs.

National School Safety Center (NSSC). 4165 Thousand Oaks Bouldvard, Suite 290, Westlake Village, CA 91362. Call (805) 373-9977 or fax (805) 373-9277. The NSSC serves as a national clearinghouse for school safety programs and activities related to campus security, school law, community relations, student discipline and attendance, and the prevention of drug abuse, gangs, and bullying.

National Science Teacher Association. 1840 Wilson Boulevard, Arlington, VA 22201. Call (703) 243-7100 or fax (703) 243-7177. The NSTA works to improve the teaching of science and the way science is presented in the schools.

National Urban Coalition. 1875 Connecticut Avenue, NW, Suite 400, Washington, DC 20009. Call (202) 986-1460 or fax (202) 986-1468. The coalition maintains interest in education health, housing, economic development, and other urban issues.

National Urban League. 1111 14th Street, NW, Suite 600, Washington, DC 20005. Call (202) 898-1604 or fax (202) 682-0782. The NUL works to secure opportunities for African American and other minorities in every sector of American society.

Office for Library Outreach Services. 50 East Huron Street, Chicago, IL 60611. Call (312) 944-6780 or fax (312) 280-3255. The office helps libraries to develop programs for local communities.

Office of Educational Research and Improvement. U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208, 1-800-USA-LEARN. The OERI has general information about content standards as well as information and research reports on each of the National Education Goals. They conduct research in ways to improve education and teaching and administer several regional education labs. For more information, see section on U.S. Department of Education resources.

Parent Resource Institute for Drug Education (PRIDE). 10 Park Place South, Suite 340, Atlanta, GA 30303. Call (404) 577-4500 or fax (404) 688-6937. PRIDE is dedicated to drug abuse prevention through education.

The Public Agenda Foundation. 6 East 39th Street, New York, NY 10016. (212) 686-6610. Public Agenda is a nonprofit, nonpartisan foundation engaged in public opinion research to foster public dialogue about complex policy issues and to help leaders better understand the public's perspective.

Public Broadcasting Stations. 1320 Braddock Place, Alexandria, VA 22314. Call (703) 739-5000 or fax (703) 739-0775. The central organization for PBS, public television. They produce educational television programs for broadcast and for schools. Projects include "PTV: Ready to Learn" and "Mathline."

Public Education Fund Network. 601 13th Street, NW, Suite 290 North, Washington, DC 20005. Call (202) 628-7460 or fax (202) 628-1893. The network provides technical assistance and policy development for local education initiatives on behalf of disadvantaged children.

Quality Education Minorities Network. 1818 N Street, NW, Suite 350, Washington, DC 20036. Call (202) 659-1818 or fax (202) 659-5408. QEM is a national nonprofit organization dedicated to improving the education of minority education.

Secretary's Commission on Achieving Necessary Skills (SCANS). U.S. Department of Labor, 200 Constitution Ave, NW, Washington DC 20210, 1-800-788-SKILL. The commission is appointed by the Secretary of Labor to determine the skills young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment.

U.S. Chamber of Commerce, Center for Workforce Preparation and Quality Education. 1615 H Street, NW, Washington, DC 20062. Call (202) 463-5525 or fax (202) 463-5730. The CWPQE seeks to improve vocational education and the quality of graduates entering the workforce.

U.S. Conference of Mayors. 1620 Eye Street, NW, Washington, DC 20006. Call (202) 293-7330 or fax (202) 293-2352. The conference is the major association of large city governments responsible for developing policy, analyses, and reports for the nation's mayors.

U.S. Department of Education. 400 Maryland Avenue, SW, Room 3073FOB6, Washington DC. Call (202) 401-0822 or fax (202) 401-1739.

U.S. Hispanic Chamber of Commerce. 1030 Fifteenth Street, NW, Suite 206, Washington, DC 20006. Call (202) 842-1212 or fax (202) 842-3221. This is an organization of Hispanic business leaders.

United Way of America. 701 N. Fairfax Street, Alexandria, VA 22314-2045, (703) 836-7100. The United Way is an organization dedicated to fund-raising for community-supported services in education and other areas.

Young Women's Christian Association of the USA. 726 Broadway, New York, NY 10003. Call (212) 614-2700 or fax (212) 677-9716. The YWCA is concerned with the recreational and social needs of young women.

GOVERNORS' OFFICES AND STATE DEPARTMENTS OF EDUCATION

Following are addresses of each governor's office and state department of education office.

Alabama

Governor's Office, State Capitol, Montgomery, Alabama 36130
(205) 242-7100

State Department of Education, Gordon Persons Office Building,
50 North Ripley Street, Montgomery, Alabama 36130-3901
(205) 242-9700

Alaska

Governor's Office, State Capitol, PO Box 110001, Juneau, Alaska 99811-0001
(907) 465-3500

State Department of Education, Goldbelt Building, PO Box F, Juneau, Alaska
99811, (907) 465-2800

Arizona

Governor's Office, Executive Office, Phoenix, Arizona 85007
(602) 542-4331

State Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007
(602) 542-4361

Arkansas

Governor's Office, State Capitol, Little Rock, Arkansas 72201
(501) 682-2345

State Department of Education, Four State Capitol Mall, Room 304A, Little Rock,
Arkansas 72201-1071, (501) 682-4204

California

Governor's Office, State Capitol, First Floor, Sacramento, California 95814
(916) 445-2864

State Department of Education, PO Box 944272, 721 Capitol Mall, Sacramento,
California 95814, (916) 657-2451

Colorado

Governor's Office, State Capitol, Denver, Colorado 80203-1792
(303) 866-2471

State Department of Education, 201 East Colfax Avenue, Denver, Colorado
80203-1705, (303) 866-6600

Connecticut

Governor's Office, State Capitol, 210 State Capitol Avenue, Hartford,
Connecticut 06106, (203) 566-4840

State Department of Education, PO Box 2219, 165 Capitol Avenue, State Office
Building, Hartford, Connecticut 06145, (203) 566-5061

Delaware

Governor's Office, Tatnall Building, William Penn Street, Dover, Delaware 19901
(302) 739-4101

State Department of Public Information, Post Office Box 1402, Townsend
Building, #279, Dover, Delaware 19903, (302) 739-4601

District of Columbia

Mayor's Office, 441 Fourth St. NW, Suite 1100, Washington DC, 20001

District of Columbia Public Schools,
The Presidential Building, 415 12th Street, NW, Washington, DC 20004
(202) 724-4222

Florida

Governor's Office, State Capitol, PL05, Tallahassee, Florida 32399-0001
(904) 488-2272

State Department of Education, Capitol Building, Room PL 116, Tallahassee, Florida
32301, (904) 487-1785

Georgia

Governor's Office, State Capitol, Atlanta, Georgia 30334
(404) 656-1776

State Department of Education, 2066 Twin Towers East, 205 Butler Street,
Atlanta, Georgia 30334, (404) 656-2800

Hawaii

Governor's Office, State Capitol, Honolulu, Hawaii 96813
(808) 586-0034

State Department of Education, 1390 Miller Street, #307,
Honolulu, Hawaii 96813, (808) 586-3310

Idaho

Governor's Office, State Capitol, Boise, Idaho 83720
(208) 334-2100

State Department of Education, Len B Jordan Office Building, 650 West State
Street, Boise, Idaho 83720, (208) 334-3300

Illinois

Governor's Office, State Capitol, Springfield, Illinois 62706
(217) 782-6830

State Board of Education, 100 North First Street, Springfield, Illinois 62777
(217) 782-2221

Indiana

Governor's Office, 206 State House, Indianapolis, Indiana 46204
(317) 232-4567

State Department of Education, Room 229, State House, 100 North Capitol Street,
Indianapolis, Indiana 46024-2798, (317) 232-6610

Iowa

Governor's Office, State Capitol, Des Moines, Iowa 50319
(515) 281-5211

State Department of Education, Grimes State Office Building, East 14th and Grand
Streets, Des Moines, Iowa 50319-0146, (515) 281-5294

Kansas

Governor's Office, Capitol Building, 2nd Floor, Topeka, Kansas 66612-1590
(913) 296-3232
State Department of Education, 120 East Tenth Street, Topeka, Kansas 66612
(913) 296-3201

Kentucky

Governor's Office, State Capitol, 700 Capitol Avenue, Frankfort, Kentucky 40601
(502) 564-2611

State Department of Education, 1725 Capitol Plaza Tower,
Frankfort, Kentucky 40601, (502) 564-4770

Louisiana

Governor's Office, PO Box 94004, Baton Rouge, Louisiana 70804-9004
(504) 342-7015

State Department of Education, PO Box 94064, 626 North 4th Street, 12th Floor,
Baton Rouge, Louisiana 70804-9064, (504) 342-3602

Maine

Governor's Office, State House, Station 1, Augusta, Maine 04333
(207) 287-3531

State Department of Education, State House Station No. 23,
Augusta, Maine 04333, (207) 289-5800

Maryland

Governor's Office, State House, 100 State Circle, Annapolis, Maryland 21401
(410) 974-3901

State Department of Education, 200 West Baltimore Street,
Baltimore, Maryland 21201, (410) 333-2100

Massachusetts

Governor's Office, State House, Room 360, Boston, Massachusetts 02133
(617) 727-9173

State Department of Education, Quincy Center Plaza, 1385 Hancock Street,
Quincy, Massachusetts 02169, (617) 770-7321

Michigan

Governor's Office, PO Box 30013, Lansing, Michigan 48909
(517) 373-3400

State Department of Education, PO Box 30008, 608 West Allegan Street,
Lansing, Michigan 48909, (517) 373-3354

Minnesota

Governor's Office, 130 State Capitol, St Paul, Minnesota 55155
(612) 296-3391

State Department of Education, 712 Capitol Square Building, 550 Cedar Street,
St Paul, Minnesota 55101, (612) 296-2358

Mississippi

Governor's Office, PO Box 139, Jackson, Mississippi 39205
(601) 359-3150

State Department of Education, PO Box 771, 550 High Street, Room 501,
Jackson, Mississippi 39205-0771, (601) 359-3513

Missouri

Governor's Office, PO Box 720, Jefferson City, Missouri
(314) 751-3222

Department of Elementary and Secondary Education, PO Box 480, 205 Jefferson
Street, 6th Floor, Jefferson City, Missouri, (314) 751-3469

Montana

Governor's Office, State Capitol, Helena, Montana 59620
(406) 444-3111

Office of Public Instruction, 106 State Capitol, Helena, Montana 59620
(406) 444-6576

Nebraska

Governor's Office, State Capitol, Lincoln, Nebraska 68509
(402) 471-2244

State Department of Education, 301 Centennial Mall South, PO Box 94987,
Lincoln, Nebraska 68509, (402) 471-2465

Nevada

Governor's Office, State Capitol, Carson City, Nevada 89710
(702) 687-5670

State Department of Education, Capitol Complex, 400 West King Street,
Carson City, Nevada 89710, (702) 687-3100

New Hampshire

Governor's Office, State House, Concord, New Hampshire 03301
(603) 271-2121

State Department of Education, 101 Pleasant Street, State Office Park South,
Concord, New Hampshire 03301, (603) 271-3144

New Jersey

Governor's Office, State House, CN 001, Trenton, New Jersey 08625
(609) 292-6000

Department of Education, 225 West State Street, CN 500, Trenton, New Jersey
08625-0500, (609) 292-4450

New Mexico

Governor's Office, State Capitol, Santa Fe, New Mexico 87503
(505) 827-3000

State Department of Education, Education Building, 300 Don Gaspar, Santa Fe,
New Mexico 87501-2786, (505) 827-6635

New York

Governor's Office, State Capitol, Albany, New York 12224
(518) 474-8390

State Education Department, 111 Education Building, Washington Avenue,
Albany, New York 12234, (518) 474-5844

North Carolina

Governor's Office, State Capitol, Raleigh, North Carolina
27603-8001, (919) 733-4240

Department of Public Instruction, Education Building, 116 West Edenton Street,
Raleigh, North Carolina 27603-1712, (919) 715-1000

North Dakota

Governor's Office, State Capitol, 600 East Boulevard, Bismarck, North Dakota
58505-0001, (701) 224-2200

State Department of Public Instruction, State Capitol Building, 11th Floor,
600 Boulevard Avenue East, Bismarck, North Dakota
58505-0440, (701) 224-2261

Ohio

Governor's Office, 77 South High Street, 30th Floor, Columbus, Ohio 43266-
0601, (614) 466-3555

State Department of Education, 65 South Front Street, Room 808, Columbus,
Ohio 43266-0308, (614) 466-3304

Oklahoma

Governor's Office, State Capitol, Room 212, Oklahoma City, Oklahoma 73105,
(405) 521-2342

Department of Education, Oliver Hodge Memorial Education Building, 2500 North
Lincoln Boulevard, Oklahoma City, Oklahoma
73105-4599, (405) 521-3301

Oregon

Office of the Governor, State Capitol, Salem, Oregon 97310
(503) 378-3111

State Department of Education, 700 Pringle Parkway, SE, Salem, Oregon 97310
(503) 378-3573

Pennsylvania

Governor's Office 225 Main Capitol Building, Harrisburg, Pennsylvania 17120
(717) 787-2500

Department of Education, 333 Market Street, 10th Floor, Harrisburg,
Pennsylvania 17126-0333, (717) 787-5820

Rhode Island

Governor's Office, State House, Providence, Rhode Island 02903
(401) 277-2080

Department of Education, 22 Hayes Street, Providence, Rhode Island 02908
(401) 277-2031

South Carolina

Governor's Office, PO Box 11369, Columbia, South Carolina 29211
(803) 734-9818

State Department of Education,1006 Rutledge Building, 1429 Senate Street,
Columbia, South Carolina 29201, (803) 734-8492

South Dakota

Governor's Office, 500 East Capitol, Pierre, South Dakota 57501
(605) 773-3212

Division of Education, Department of Education and Cultural Affairs,
700 Governors Drive, Pierre, South Dakota 57501, (605) 773-3134

Tennessee

Governor's Office, State Capitol, Nashville, Tennessee 37243-0001
(615) 741-2001

State Department of Education, 100 Cordell Hull Building, Nashville, Tennessee
37243-0375, (615) 741-2731

Texas

Governor's Office, PO Box 12428, Capitol Station, Austin, Texas 78711,
(512) 463-2000

Texas Education Agency, William B Travis Building, 1701 North Congress
Avenue, Austin, Texas 78701-1494, (512) 463-8985

Utah

Governor's Office, 210 State Capitol, Salt Lake City, Utah 84114
(801) 538-1000

State Office of Education, 250 East 500 South, Salt Lake City, Utah 84111
(801) 538-7510

Vermont

Governor's Office, 109 State Street, Montpelier, Vermont 05609
(802) 828-3333

State Department of Education, 120 State Street, Montpelier, Vermont
05602-2703, (802) 828-3135

Virginia

Governor's Office, State Capitol, Richmond, Virginia 23219
(804) 786-2211

Department of Education, PO Box 6-Q, James Monroe Building,
Fourteenth & Franklin Streets, Richmond, Virginia 23216-2060, (804) 225-2023

Washington

Governor's Office, Legislative Building, Olympia, Washington 98504
(206) 753-6780

Superintendent of Public Instruction, Old Capitol Building, Washington & Legion,
Olympia, Washington 98504, (206) 586-6904

West Virginia

Governor's Office, State Capitol, Charleston, West Virginia, 25305
(304) 558-2000

State Department of Education, 1900 Washington Street, Building B, Room 358,
Charleston, West Virginia 25305, (304) 558-2681

Wisconsin

Governor's Office, State Capitol, PO Box 7863, Madison, Wisconsin 53707
(608) 266-1212

State Department of Public Instruction, General Executive Facility 3, 125 South
Webster Street, Post Office Box 7841, Madison, Wisconsin 53707
(608) 266-1771

Wyoming

Governor's Office, State Capitol, Cheyenne, Wyoming 82002
(307) 777-7434

State Department of Education, 2300 Capitol Avenue, 2nd Floor, Hathaway
Building, Cheyenne, Wyoming 82002, (307) 777-7675

U.S. DEPARTMENT OF EDUCATION

GOALS 2000

U.S. Department of Education regularly publishes materials designed to assist the implementation of the Goals 2000: Educate America Act.

Goals 2000: An Invitation to Your Community

The invitation provides information about the *Goals 2000: Educate America Act* and offers questions that can help you figure out what Goals 2000 means for you, your schools and community and your children.

To receive a copy of this document, call: 1-800-USA-LEARN

Implementing Goals 2000: Resources for Reform

This notebook contains over 400 pages of papers, articles, and technical assistance resources that bear on systemic education reofrm. The material was collected for the U.S. Department of Education conference held for state planning teams on the *Goals 2000: Educate America Act*. It includes sections on standards, assessment, managing change, and mobilizing community and parent support.

Limited copies are available from:
The Office of Reform Assistance and Dissemination
OERI Room 500
555 New Jersey Avenue NW
Washington D.C. 20208
ATTN: Lance Ferderer
Fax: (202) 219-2106

REGIONAL EDUCATIONAL LABORATORIES

U. S. Department of Education: Office of Educational Research and Improvement

The Office of Educational Research and Improvement (OERI) helps educators and policymakers solve pressing education problems in their schools through a network of 10 regional educational laboratories. Using the best available information and the experience and expertise of professionals, the laboratories identify solutions to education problems, try new approaches, furnish research results and publications, and provide training to teachers and administrators. As part of their individual regional programs, all laboratories pay particular attention to the needs of at-risk students and small rural schools. The 10 laboratories are:

Appalachia Educational
Laboratory Inc. (AEL)
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
800-624-9120 (outside WV)
800-344-6646 (in WV)
304-347-0400, FAX 304-347-0487

Far West Laboratory for
Educational Research and
Development (FWL)
730 Harrison Street
San Francisco, CA 94107-1242
415-565-3000, FAX 415-565-3012

Mid-continent Regional
Educational Laboratory (McREL)
Colorado Office
2550 S. Parker Rd., Suite 500
Aurora, CO 80014
303-337-0990, FAX 303-337-3005
Missouri Office
3100 Broadway, S. 209
Kansas City, MO 64111-2413
816-756-2401, FAX 816-753-4565

North Central Regional
Educational Laboratory (NCREL)
1900 Spring Rd., Suite 300
Oak Brook, IL 60521
708-571-4700, FAX 708-571-4716

Northwest Regional
Educational Laboratory (NWREL)
101 SW Main Street, Suite 500
Portland, OR 97204-3212
503-275-9500, FAX 503-275-9489

Pacific Region Educational
Laboratory (PREL)
828 Fort Street Mall, Suite 500
Honolulu, HI 96813
808-53[illegible]6000, FAX 808-533-7599

Regional Laboratory for
Educational Improvement of
the Northeast and Islands (NE/I)
300 Brickstone Square,
Suite 900
Andover, MA 01810
508-470-0098, FAX 508-475-9220

Research for Better Schools, Inc. (RBS)
444 North Third Street
Philadelphia, PA 19123-4107
215-574-9300, FAX 215-574-0133

Southwest Educational Development Laboratory
(SEDL)
211 East Seventh Street
Austin, TX 78701
512-476-6861, FAX 512-476-2286

South Eastern Regional Vision for Education
(SERVE)
P.O. Box 5367
Greensboro, NC 27435
901-334-3211, 800-755-3277
FAX 910-334-3268

Tallahassee, Florida Office
345 South Magnolia Drive, #D23
Tallahassee, FL 32301-2950
904-922-2300, 800-352-6001
Clearinghouse 800-352-3747
FAX 904-922-2286
Math and Science Consortium
800-854-0476, 904-922-8522

Atlanta, Georgia Office
41 Marietta Street, NW #1000
Atlanta, GA 30303
404-577-7737, 800-659-3204
Computer Line 800-487-7605
FAX 404-577-7812

Cleveland, Mississippi Office
Delta State University
P.O. Box 3183
Cleveland, MS 38733
610-846-4384, 800-326-4548
FAX 601-846-4402

Columbia, South Carolina Office
South Carolina Dept. of Education
1008 Rutledge Building
1429 Senate Street
Columbia, SC 29201
803-734-4110 FAX 803-734-3389

SECRETARY'S REGIONAL REPRESENTATIVES (SRR) AND DEPUTIES (DSRR)

REGION I: CT, VT, ME, NH, MA, RIMs.
Brenda Dann-Messier-SRR
Ms. Jan Paschal-DSRR
U.S. Department of Education
540 McCormick Courthouse
Boston, MA 02109-4557
(617) 223-9317
FAX: (617) 223-9324

REGION II: NJ, NY, PR, VI.
Maria Santiago Mercedo-SRR-designate
Patricia Parisi-DSRR-designate
U.S. Department of Education
26 Federal Plaza, Room 36-120
New York, NY 10278-0195
(212) 264-7005
FAX: (212) 264-4427

REGION III: DE, DC, WV, MD, PA, VA, WV.
W. Wilson Goode-SRR
U.S. Department of Education
3535 Market Street, Room 16350
Philadelphia, PA 19104
(215) 596-1001
FAX: (215) 596-1094

REGION IV: FL, SC, GA, TN, KY, MS, NC, AL.
Mr. Stanley Williams-SRR
Ms. Judith Harwood-DSRR
U.S. Department of Education
P.O. Box 1777 (30301)
101 Marietta Tower Building, Suite 2221
Atlanta, GA 30323
(404) 331-2502
FAX: (404) 331-5382

REGION V: IL, IN, MI, MN, OH, WI.
Ms. Stephanie Jones-SRR
U.S. Department of Education
401 South State Street, Suite 700A
Chicago, Il 60605-1225
(312) 353-5215
FAX: (312) 353-5147

REGION VI: AR, LA, NM, OK, TX.
Ms. Sally Cain-SRR
Trinidad Garza-DSRR-designate
U.S. Department of Education
1200 Main Tower Building, Room 2125
Dallas, TX 75202
(214) 767-3626
FAX: (214) 767-3634

REGION VII: IA, KS, MO, NE.
Ms. Sandra Walker-SRR
U.S. Department of Education
10220 North Executive Hills Blvd.
9th Floor
Kansas City, MO 64153-1367
(816) 891-7972
FAX: (816) 374-6442

REGION VIII: CO, MT, ND, SD, UT.
Mrs. Lynn Simons-SRR
U.S. Department of Education
Regional Office, Federal Building
1244 Speer Blvd., Suite 310
Denver, CO 80204-3582
(303) 844-3544
FAX: (303) 844-2524

REGION IX: AS, AZ, CA, GU, HI, NV, CN, MI.
Ms. Lori Hancock-SRR
Suzanne Ramos-DSRR-designate
U.S. Department of Education
50 United Nations Plaza, Room 205
San Fransisco, CA 94102
(415) 556-4920
FAX: (415) 556-7242

REGION X: AK, ID, OR, WA.
Ms. Carla Nuxoll-SRR
U.S. Department of Education
Jackson Federal Building
915 Second Avenue, Room 3362
Seattle, WA 08174
(206) 220-7800
FAX: (206) 220-7806

NATIONAL EDUCATIONAL RESEARCH AND DEVELOPMENT CENTERS

U. S. Department of Education: Office of Educational Research and Improvement

To help improve and strengthen student learning in the United States, the Office of Educational Research and Improvement's (OERI's) Research Office supports university-based national educational research and development Centers. The Centers are conducting research on topics that will help policymakers, practitioners, and parents meet the National Education Goals by the year 2000. The Centers are addressing specific topics such as early childhood education, student achievement in core academic subjects, teacher preparation and training, systemic education reform and restructuring, school governance and finance, and postsecondary education and lifelong learning. In addition, most of the Centers are also focusing on the education of disadvantaged children and youth. Many Centers are collaborating with other universities, and many work with elementary and secondary schools. All are encouraged by OERI to make sure that the information they produce makes a difference and reaches parents, teachers, and others who can use it to make meaningful changes in America's schools. Arranged alphabetically by topic area, the Centers and their collaborating partners are:

Accountability and Teacher Evaluation

National Center for Research on Educational Accountability and Teacher Evaluation
Western Michigan University
401 B. Ellsworth Hall
Kalamazoo, MI 49008
616–387–5895
Director: Dr. Daniel Stufflebeam
Affiliated Organizations:
College of William and Mary
University of Alabama at Tuscaloosa
OERI Center Monitor: Susan Klein
202–219–2038

Adult Literacy

National Center on Adult Literacy
University of Pennsylvania
3910 Chesnut Street
Philadelphia, PA 19104–3111
215–898–2100
Director: Dr. Daniel Wagner
Affiliated Organizations:
Indiana University
Northwest Regional Laboratory, Portland, OR
University of Delaware
OERI Center Monitor: Ann Benjamin
202–219–2246

Cultural Diversity and Second Language Learning

National Research Center on Cultural Diversity and Second Language Learning
University of California at Santa Cruz
Kerr Hall
Santa Cruz, CA 95064
408–459–3500
Director: Dr. Barry McLaughlin
Affiliated Organizations:
Center for Applied Linguistics, Washington, DC
Linguistic Minority Research Institute of the University of California
OERI Center Monitor (interim): Henrietta Moody
202–219–2207

Disadvantaged Students

Center for Research on Effective Schooling for Disadvantaged Students
Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
410–516–0370
Director: Dr. James M. McPartland
Affiliated Organizations:
Council of Chief State School Officers, Washington, DC
Teachers College, Columbia University
University of California at Santa Barbara
University of Texas, El Paso
OERI Center Monitor: Harold Himmelfarb
202–219–2031

Education in the Inner Cities

National Research Center on Education in the Inner Cities
Temple University
933 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
215–204–3001
Director: Dr. Margaret C. Wang
Affiliated Organizations:
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University of Illinois at Chicago
OERI Center Monitor: Oliver Moles
202–219–2211

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Center for the Study of Evaluation
145 Moore Hall
Los Angeles, CA 90024–1522
310–206–1532
Co-directors: Dr. Eva Baker and
Dr. Robert L. Linn
Affiliated Organizations:
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RAND Corporation, Washington, DC
University of Colorado
OERI Center Monitor: David Sweet
202–219–1748

Families, Communities, Schools, and Children's Learning

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605 Commonwealth Avenue
Boston, MA 02215
617–353–3309
Co-directors: Dr. Don Davies and
Dr. Joyce Epstein
Affiliated Organizations:
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University of Illinois at Urbana-Champaign
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Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
608-263-4200
Co-directors: Dr. Allan Odden and
Dr. Susan Fuhrman
Affiliated Organizations:
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Harvard University
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OERI Center Monitor: Duc-Le To
202–219–2248

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362 Fairfield Road U-7
Storrs, CT 06269-2007
203–486–4826
Director: Dr. Joseph Renzulli
Affiliated Organizations:
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OERI Center Monitor: Ivor Pritchard
202–219–2223

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National Research Center on Literature Teaching and Learning
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School of Education
1400 Washington Avenue
Albany, NY 12222
518–442–5026
Director: Dr. Arthur N. Applebee
Affiliated Organizations: None
OERI Center Monitor: Rita Foy
202–219–2021

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Wisconsin Center for Education Research
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608–263–3605
Director: Dr. Thomas Romberg
Affiliated Organizations:
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Center on Organization and Restructuring of Schools
University of Wisconsin at Madison
Wisconsin Center for Education Research
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Madison, WI 53706
608–263–7575
Director: Dr. Fred M. Newmann
Affiliated Organizations:
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University of Chicago
University of Michigan
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OERI Center Monitor: David Stevenson 202–219–2219

Policy

The Policy Center of the Consortium for Policy Research in Education
Eagleton Institute of Politics
Rutgers University
90 Clifton Avenue
New Brunswick, NJ 08901–1568
908–828–3872
Director: Dr. Susan Fuhrman
Affiliated Organizations:
Harvard University
Michigan State University
Stanford University
University of Wisconsin at Madison
OERI Center Monitor: James Fox
202–219–2234

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National Center on Postsecondary Teaching, Learning, and Assessment
Pennsylvania State University
Center for the Study of Higher Education
403 S. Allen Street, Suite 104
University Park, PA 16801–5252
814–865–5917
Co-Directors: Dr. James L. Ratcliff and Dr. Patrick T. Terenzini
Affiliated Organizations:
Arizona State University
Northwestern University
Syracuse University
University of Illinois at Chicago
OERI Center Monitor:
Sheilah Maramark
202–219–1948

Reading

National Reading Research Center
University of Georgia
318 Aderhold
Athens, GA 30602-7125
706-542-3674
Co-Directors: Dr. Donna E. Alvermann and Dr. John T. Guthrie

Affiliated Organization:
University of Maryland at College Park
OERI Center Monitor: Anne P. Sweet
202–219–2021

Science

National Center for Science Teaching and Learning
Ohio State University
1929 Kenny Road
Columbus, OH 43210–1015
614–292–3339
Co-Directors: Dr. Arthur L. White and Dr. Michael H. Klapper
Affiliated Organizations: None
OERI Center Monitor: Wanda Chambers
202–219–2021

Student Learning

National Research Center on Student Learning
University of Pittsburgh
Learning Research and Development Center
3939 O'Hara Street
Pittsburgh, PA 15260
412–624–7450
Co-directors: Dr. Robert Glaser,
Dr. Lauren Resnick, and
Dr. James Voss
Affiliated Organizations: None
OERI Center Monitor: Judith Segal
202–219–2021

Teacher Learning

National Center for Research on Teacher Learning
Michigan State University
College of Education
116 Erikson Hall
East Lansing, MI 48824–1034
517–355–9302
Co-directors: Dr. Robert E. Floden and
Dr. G. Williamson McDiarmid
Affiliated Organizations:
University of Wisconsin at Madison
Education Matters, Inc., Boston
OERI Center Monitor: Joyce Murphy
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Workforce Quality

National Center on the Educational Quality of the Workforce
University of Pennsylvania
Institute for Research on Higher Education
4200 Pine Street
Philadelphia, PA 19104–4090
215–898–4585
Co-directors: Dr. Robert M. Zemsky and Dr. Peter Cappelli
Affiliated Organizations:
Bentley College
Cornell University
Massachusetts Institute of Technology
University of Colorado at Denver
University of Maryland at Baltimore
Wharton School, University of Pennsylvania
OERI Center Monitor: Nevzer Stacey
202–219–2111

Writing

National Center for the Study of Writing and Literacy
University of California at Berkeley
School of Education
5513 Tolman Hall
Berkeley, CA 94720
510-642-9592
Director: Dr. Sarah W. Freedman
Affiliated Organization:
Carnegie Mellon University, National Writing Project
OERI Center Monitor:
E. Stephen Hunt
202–219–2253

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Educational Resources Information Center (ERIC)
U.S. Department of Education
Office of Educational Research
and Improvement (OERI)
555 New Jersey Avenue NW
Washington, DC 20208–5720
Telephone: (202) 219–2289
Fax: (202) 219–1817
Internet: eric@inet.ed.gov

The ERIC Program staff manage the ERIC system, coordinate systemwide activities, and establish policy.

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Columbus, OH 43210–1090
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Telephone: (614) 292–4353
Fax: (614) 292–1260
Internet: ericacve@magnus.acs.ohio-state.edu

All levels and settings of adult and continuing, career, and vocational/technical education. *The Adjunct ERIC Clearinghouse on Consumer Education is associated with ERIC/CE.*

Assessment and Evaluation (TM)
The Catholic University of America
210 O'Boyle Hall
Washington, DC 20064
Telephone: (202) 319–5120
Fax: (202) 319–6692
Internet: eric_ae@cua.edu

Tests and other measurement devices; methodology of measurement and evaluation, application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of assessment and evaluation; and learning theory.

Community Colleges (JC)
University of California at Los Angeles
3051 Moore Hall
Los Angeles, CA 90024–1564
Toll Free: (800) 832–8256
Telephone: (310) 825–3931
Fax: (310) 206–8095
Internet: eeh3usc@mvs.oac.ucla.edu

Development, administration, and evaluation of 2-year public and private community and junior colleges, technical institutes, and 2-year branch university campuses.

Counseling and Student Services (CG)
University of North Carolina at Greensboro
School of Education
1000 Spring Garden Street
Greensboro, NC 27412–5001
Toll Free: (800) 414–9769
Telephone: (919) 334–4114
Fax: (919) 334–4116
Internet: ericcass@iris.uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all settings.

Disabilities and Gifted Education (EC)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091–1589
Toll Free: (800) 328–0272
Telephone: (703) 264–9474
Fax: (703) 264–9494
Internet: ericec@inet.ed.gov

All aspects of the education and development of the disabled and gifted.

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University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Toll Free: (800) 438–8841
Telephone: (503) 346–5043
Fax: (503) 346–2334
Internet: ppiele@oregon.uoregon.edu

The leadership, management, and structure of public and private educational organizations.

Elementary and Early Childhood Education (PS)
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Toll Free: (800) 583-4135
Telephone: (217) 333-1386
Fax: (217) 333-3767
Internet: ericeece@ux1.cso.uiuc.edu

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parents, parenting, and family relationships that impinge on education.

Higher Education (HE)
The George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036-1183
Toll Free: (800) 773-3742
Telephone: (202) 296-2597
Fax: (202) 296-8379
Internet: eriche@inet.ed.gov

Topics relating to college and university conditions, problems, programs, and students.

Information & Technology (IT)
Syracuse University
4-194 Center for Science and Technology
Syracuse, NY 13244-4100
Toll Free: (800) 464-9107
Telephone: (315) 443-3640
Fax: (315) 443-5448
Internet: eric@ericir.syr.edu
AskERIC (Internet-based question-answering service): askeric@ericir.syr.edu

Educational technology and library and information science at all levels.

Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
Toll Free: (800) 276-9834
Telephone: (202) 429-9292
Fax: (202) 659-5641
Internet: eric@cal.org

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language.

Reading, English, and Communication (CS)
Indi7ana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408-2698
Toll Free: (800) 759-4723
Telephone: (812) 855-5847
Fax: (812) 855-4220
Internet: ericcs@ucs.indiana.edu

Reading, English, and communication (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening.

Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325-1348
Toll Free: (800) 624-9120
Telephone: (304) 347-0400
Fax: (304) 347-0487
Internet: u56el@wvnvm.wvnet.edu

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; and outdoor education.

Science, Mathematics, and Environmental Education (SE)

The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
Telephone: (614) 292-6717
Fax: (614) 292-0263
Internet: ericse@osu.edu

Science, mathematics, and environmental education.

Social Studies/Social Science Education (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266-3815
Telephone: (812) 855-3838
Fax: (812) 855-0455
Internet: ericso@ucs.indiana.edu

All levels of social studies and social science education, music, and art education are also covered.

Teaching and Teacher Education (SP)

American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
Toll Free: (800) 822-9229
Telephone: (202) 293-2450
Fax: (202) 457-8095
Internet: ericsp@inet.ed.gov

School personnel at all levels. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions.

Urban Education (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, NY 10027-9998
Toll Free: (800) 601-4868
Telephone: (212) 678-3433
Fax: (212) 678-4048
Internet: eric-cue@columbia.edu

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings, local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

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Chapter 1 Technical Assistance Center
PRC Inc.
2601 Fortune Circle East
One Park Fletcher Building, Suite 300-A
Indianapolis, IN 46241-2237
Toll Free: (800) 456-2380
Telephone: (317) 244-8160
Fax: (317) 244-7386

Helps state and local education agencies evaluate and improve their compensatory education programs; and acquires and maintains workshop materials and documents produced by the nationwide network of Chapter 1 Technical Assistance Centers.

Adjunct ERIC Clearinghouse on Clinical Schools

ERIC Clearinghouse on Teaching and Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
Toll Free: (800) 822-9229
Telephone: (202) 293-2450
Fax: (202) 457-8095
Internet: iabdalha@inet.ed.gov

Provides a source of information on clinical schools, professional development schools, professional practice schools, and similar institutions.

Adjunct ERIC Clearinghouse for Consumer Education

National Institute for Consumer Education
207 Rackham Building, West Circle Drive
Eastern Michigan University
Ypsilanti, MI 48197-2237
Toll Free: (800) 336-6423
Telephone: (313) 487-2292
Fax: (313) 487-7153
Internet: cse_bonner@emunix.emich.edu,
edu_bannister@emuvax.emich.edu

Consumer and personal finance education throughout the life cycle; examines decision-making, problem-solving, identifying values and goals, obtaining resources, spending and borrowing, saving and investing, protecting resources (e.g., insurance, conservation), purchasing goods and services, rights and responsibilities, laws and regulation, and consumer assistance and advocacy within economic, political, and social contexts.

Adjunct ERIC Clearinghouse for ESL Literacy Education (LE)

Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
Telephone: (202) 429-9292, Extension 200
Fax: (202) 659-5641
Internet: ncle@cal.org

All aspects of literacy education for adults and out-of-school youth with limited English proficiency.

Adjunct ERIC Clearinghouse for Law-Related Education (LRE)

Indiana University
Social Studies Development Center
2805 East Tenth Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266-3815
Telephone: (812) 855-3838
Fax: (812) 855-0455
Internet: ericso@ucs.indiana.edu

All areas of law-related education (LRE), including citizenship education, the United States Constitution, the law and legal issues, and the Bill of Rights.

Adjunct Test Collection Clearinghouse

Educational Testing Service
Rosedale Road
Princeton, NJ 08541
Telephone: (609) 734-5737
Fax (609) 683-7186
Internet: mhalpern@rosedale.org

Prepares descriptions of commercially available and non-commercially available tests, checklists, instruments, questionnaires, and other assessment and evaluation tools.

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Toll Free: (800) 799–ERIC (3742)
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Fax: (301) 948–3695
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GLOSSARY OF TERMS

Glossary of Terms

Accountability - The process of holding a system or individual responsible for meeting identified expectations.

Assessments - The methods used to collect evidence of what a student knows or is able to do. Assessments may include traditional paper and pencil tests as well as writings, portfolios, and demonstrations. Standards-based education needs appropriate assessments to measure whether students have met the standards. Therefore, these must reflect and reinforce the standards of that subject.

Benchmarks - In education, benchmarks refer to specific measurable targets for education system improvements usually expressed in terms of both expected results and a timetable for their attainment.

Curriculum Frameworks - Curriculum Frameworks translate the content and performance standards into a curriculum outline, often in a narrative form, that describes the themes, concepts, and objectives to be covered over a period of time in a specific subject.

Core Curriculum - Core curriculum can be defined at the state, local, or school district level, and refers to the body of knowledge and skills taught to all students. These curricula include courses in math, science, English, economics, history, and other academic fields; as well as supporting areas such as foreign languages, physical education, and the arts. In some countries, the core curriculum is defined at the national level in detail and constitutes virtually everything that is taught. In the United States, however, a core curriculum is not prescribed.

Standards - In general, standards refers to the level of acceptable achievement. The National Education Goals Panel uses this generic term to include three specific categories of standards:

> **Content Standards** - Content standards specify what students should know and be able to do. They define the academic results we expect students to achieve. These results include both knowledge and skills — without emphasizing one at the expense of another. They describe the important ideas and facts of a discipline. They also outline the skills needed to investigate, analyze, apply, think, and communicate ideas and knowledge within that discipline. These standards do not state how students should feel or what they should value.
>
> Content standards now are being developed in two overlapping ways. National professional associations are developing standards by subject area (math, history, science, etc.). In addition, some states are developing content standards that build upon these national efforts, but also reflect their own unique content and performance expectations.
>
> **Performance Standards** - Performance standards describe how students will demonstrate their skills and knowledge (such as an essay, scientific experiment, project, exam, etc.) as well as the quality or level of student performance that is needed in order to meet the content standards. Performance standards define "how good is good enough."

Opportunity-to-learn Standards - Opportunity-to-learn standards specify the conditions needed to support standards-based education. These conditions address the schools' ability and performance in educating their students to the level of the content standards. They provide a way of measuring whether a school provides its students with the opportunity to learn what is expected. They may include the curriculum, teacher training, resource allocation policies, and the learning and instructional strategies and materials.

Standards-Based Education - An educational system established upon clearly specified expectations regarding what students should know and be able to do. Standards provide an anchor upon which to base a systemic reform agenda — one that addresses curriculum, assessment, teacher training, and development — to support student learning of the content standards.

Systemic Change - In the context of education, systemic change requires the redesign of all the pieces of the education system — curriculum, instruction, assessment, teacher preparation and training, and state- and district-level education policy — in a coordinated, coherent fashion. This is necessary because the design of one part influences all the others. For example, attempting reform of the curriculum or instruction without changing the way students are tested, would be futile since assessment heavily influences what teachers teach and how they teach it.

World-Class Standards - This term is often used to describe standards that are high and rigorous. It refers to standards that meet or exceed those of our strongest competitor nations, while accurately reflecting the range of skills and knowledge students will need to function productively in the 21st century.

NOTES:

NATIONAL EDUCATION GOALS PANEL STAFF

EXECUTIVE DIRECTOR
Ken Nelson

ASSOCIATE DIRECTOR FOR ANALYSIS AND REPORTING
Martin E. Orland

COMMUNICATIONS DIRECTOR
Ruth Whitman Chacon

STAFF
Geri Anderson-Nielsen
Tia Cosey
Cindy Dixon
Bryan Flynn
Leslie Lawrence
Julie O'Brian
Cynthia Prince
Charles J. Walter
Emily Wurtz

Production and design support provided by The Widmeyer Group and Scott Miller

ATIONAL EDUCATIONAL GOALS PAN
1850 M STREET, N.W.
SUITE 270
WASHINGTON, D.C. 200

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